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ABSTRACT

The inservice package for assessment team members is designed to provide skill training regarding the vocational assessment process used with special needs students. Activities within the inservice training package sensitize individuals to the purposes of infusing vocational assessment into the educational curriculum, and provide instruction on how to conduct a curriculum analysis, develop checklists, and collect information on students. The inservice package is composed of three separate, yet developmental, training sections including: Part 1, sensitization: Part 2, curriculum analysis: and Part 3, developing checklists and collecting information. Each section consists of approximately six hours of training for a total of three or more inservice days. A summary of the objectives for each inservice section is included. (RL)

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VOCATIONAL ASSESSMENT OF SPECIAL NEEDS INDIVIDUALS PROJECT

INSERVICE TRAINING MANUAL

Funded by

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Division of Occupational Education
Commonwealth of Massachusetts

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INSERVICE PACKET

Undertaken For The

"VOCATIONAL ASSESSMENT FOR SPECIAL NEEDS PROJECT"

#80-805-605-027-7

Submitted to

Dr. Robert A. Stodden

Project Director

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VOCATIONAL ASSESSMENT

FOR

SPECIAL NEEDS INDIVIDUALS

PROJECT

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GENERAL INFORMATION ON INSERVICE TRAINING

The overall purpose of this inservice training is for participants to become aware of, explore, and understand the objectives of the vocational assessment process. Activities are designed to allow participants to relate to the objectives at a feeling level and content level. There are three parts to the inservice training which include:

For each part (I-III) there is a suggested time frame (ex. Part I is designed for a full inservice day, 9-3). However, the facilitator of the inservice training may want or need to adjust this time frame to accommodate teacher release time or some other factor(s). While the time frame is adjustable, the sequence of activities is not as flexible. Activities were designed to meet the objects for each part in a sequential order.

Prior to reading and delivering this inservice training, the facilitator should:

1. Read and understand the Vocational Assessment Project Manual(s), project objectives, and related project material.

2. Understand and agree with the principles of the vocational assessment process.

3. Be familiar with project personnel.

4. Feel comfortable and have skills in the facilitative role rather than the teacher (unidirectional or information giving) role in providing inservice training to professionals.

5. Be aware and understand that participants need to feel, as well as gain information from inservice training. Further, be aware that it is better for a participant to express a point after experiencing an activity than for the facilitator to make the point for them.

6. Have observational recording skills.

7. Be aware, understand, and agree with the objectives of each part of the Inservice Training Program.

PART I SENSITIZATION INSERVICE TRAINING

GENERAL OUTLINE

9:00	-	9:30	Warm-up Activity	1
9:30	-	10:30	Testing Activity	2
10:30	-	10:45	Break	
10:45	-	11:30	Occupational Roles	3

Break for Lunch

1:00	-	1:40	Inference Observation Confusion Activity	4
1:40	-	3:00	Situational Observation Activity	5

OBJECTIVES OF FIRST PART - SENSITIZATION

The overall purpose of Part I: Sensitization is to introduce participants to vocational assessment as a process that can take place within the classroom, and the teacher's role in the assessment process. More specifically, the objectives are as follows:

1. Assessment is not limited to paper and pencil tests.
2. Assessment can take place within the classroom (embedded vs. isolated) setting.
3. Existing curriculum areas are a source of vocational information on students that can be used for making decisions about their (students) preparation for the World of Work.
4. The most normal, least restrictive setting is the most valid, efficient place to collect information in terms of content and costs. (Embedded vs. isolated setting, objective #1.)
5. The teacher is in a position to be able to efficiently collect the most valid information on the student.
6. How a student performs on a task is more important than the knowledge.
7. Observational information is a critical part of the assessment process.

FACILITATOR NOTES FOR INTRODUCTORY ACTIVITY

The purpose of this warm-up activity is to assist the participants in becoming acquainted with one another or, if they know each other, to become acquainted with each other at a different level. During this activity the facilitator should briefly outline the objectives of the workshop and the time frame (including breaks). Participants should be encouraged to write down reactions or informations throughout the workshop.

Materials Needed:

Facilitator Materials	Participant Materials
Overhead Projector	None
Blank Transparencies	
Marking Pens	

Time Needed to Complete the Activity

Approximately 30 - 40 minutes

ACTIVITY NOTES FOR THE WARM-UP ACTIVITY

Introduction and Discussion in Dyads

1. WHILE I AM WRITING SOMETHING ON MY TRANSPARENCY, I WOULD LIKE YOU TO LOOK AROUND THE ROOM AND FIND ONE PERSON WHOM YOU DO NOT KNOW, [if participants are familiar with each other then tell them to find the person they know the least] AND GO SIT WITH HIM/HER.

[Without any further explanation, look away from the group and give them a chance to talk for 3-5 minutes. During that time write two questions on the transparency:]

Question 1: When, exactly, and why did you decide to be a teacher?

Question 2: Think of a time you assisted someone in making a career decision. Explain.

2. ASK THE GROUP TO STOP TALKING FOR A MOMENT. TELL THEM YOU HAVE TWO QUESTIONS YOU WOULD LIKE THEM TO THINK ABOUT FOR A MOMENT AND THEN SHARE WITH THE PERSON THEY ARE TALKING TO NOW.

a. THE FIRST QUESTION RELATES TO THEIR DECISION TO BECOME A TEACHER. ASK THEM TO THINK ABOUT THE FIRST TIME THEY CONSIDERED BECOMING A TEACHER AND WHAT FACTORS INFLUENCED THEM TO CHOOSE THE TEACHING PROFESSION. [Repeat or paraphrase the question if necessary.]

b. THE SECOND QUESTION RELATES TO A TIME THEY HELPED SOMEONE ELSE MAKE A CAREER DECISION.

c. [Repeat the questions if necessary.] ASK THEM TO THINK ABOUT THESE TWO QUESTIONS FOR A MINUTE OR TWO AND WHEN THEY FEEL READY TO SHARE THEIR ANSWERS WITH THE OTHER PERSON IN THEIR DYAD, THEY MAY BEGIN.

d. AS THEY ARE SHARING THE ANSWERS TO THE QUESTIONS, EMPHASIZE THAT ONE PERSON SHARE BOTH QUESTIONS AND WHEN THAT PERSON HAS FINISHED, THE OTHER PERSON CAN SHARE HIS/HER ANSWERS. [Put transparency on the overhead projector.]

e. [Give them about five minutes to share, but watch to see when they have finished sharing. They may need more or less time. When they finish, give them the next instruction.]

3. NOW, I WOULD LIKE YOU TO LOOK AROUND THE ROOM AND FIND ANOTHER PAIR OF INDIVIDUALS YOU AND YOUR PAIR DO NOT KNOW, OR KNOW THE LEAST, AND GO SIT WITH THEM.

[They should now be in a group of 4. Then tell them:]

a. YOU ARE GOING TO SHARE SOME INFORMATION AGAIN BUT THIS TIME YOU WILL SHARE ONLY THE INFORMATION OF YOUR FIRST PARTNER. YOU WILL INTRODUCE THE PERSON TO THE OTHER TWO PEOPLE IN THE GROUP AND RELATE THE INFORMATION YOUR PARTNER SHARED WITH YOU FIRST FOR QUESTION ONE AND THEN QUESTION TWO.

c. SINCE YOU WILL BE TALKING ABOUT SOMEONE ELSE, YOU SHOULD NOT USE THE WORDS "I" or "MY". THIS ALSO MEANS THAT IF YOU'RE THE ONE BEING TALKED ABOUT, YOU CANNOT SAY A WORD. IF YOUR PARTNER GIVES THE WRONG INFORMATION ABOUT YOU, YOU CANNOT CORRECT HIM. SO, IF YOU ARE CALLED "SUE" AND YOUR NAME IS "FRED", DON'T WORRY ABOUT IT. YOU CAN CORRECT IT LATER.

d. EACH PERSON SHOULD INTRODUCE HIS PARTNER AND SHARE EACH QUESTION WITH THE GROUP, ONE AT A TIME.

e. [Remind them not to use "I" or "my". This is important.]

f. [Give them 5-10 minutes to complete this task, but watch to see when they finish.]

4. [When each group has finished, ask the participants to form a circle so everyone can see each other. The facilitator sits in the circle, too.] ASK EACH PERSON TO INTRODUCE HIMSELF AND TELL THE GROUP ONE THING NO ONE ELSE IN THE ROOM KNOWS ABOUT HIM. ASK SOMEONE TO BEGIN AND GO AROUND THE CIRCLE. [The facilitator should participate in this part.]

5. THE PURPOSE OF THIS WORKSHOP TODAY IS TO INTRODUCE YOU TO THIS PROCESS WHICH IS CONCERNED WITH THE VOCATIONAL ASSESSMENT OF STUDENTS WHOM YOU PRESENTLY SERVE, AND TO EXPLORE WAYS IN WHICH VOCATIONAL INFORMATION CAN BE COLLECTED IN THE CLASSROOM. ALSO, WE WILL EXPLORE WHY THE TEACHER IS IN A POSITION TO ASSIST WITH THE MOST VALID INFORMATION ABOUT THE STUDENT CONCERNING VOCATIONAL DECISIONS. BEFORE DISCUSSING THESE OBJECTIVES IN MORE DETAIL, I WOULD LIKE YOU TO COMPLETE A FORM. (Form in Activity Notes & Participant Notes in Listing Activity 2.) [The facilitator should offer no additional information at this point but go directly into the next activity. While the warm-up activity is a low risk content level activity, the next activity is a potentially high risk feeling level activity. The facilitator should be more business-like and directive at this point. This is important in creating the right atmosphere for the next activity.]

FACILITATOR NOTES FOR TESTING ACTIVITY

The purpose of this activity is to allow participants to experience a difficult paper and pencil test (on occupational roles) and to draw their own conclusions about the use of paper and pencil tests in the vocational assessment process. The activity is designed so participants will come to the following conclusions:

a. A paper and pencil test does not reflect my interest or aptitude for a vocation. It is limited to knowledge of specific items.

b. Not knowing an answer doesn't mean I wouldn't be interested in exploring that vocation.

c. There are other ways of obtaining occupational information about me (participants or students) other than a paper and pencil test.

d. Being penalized for doing poorly on a test is unfair and turns me off to the activity.

e. Not knowing answers makes me feel uncomfortable.

f. Grouping people by test scores serves little purpose in the vocational assessment process and, perhaps, results in negative feelings by the participants or students.

This activity is based on the idea that if participants feel what it is like to be given a difficult test, and grouped according to high and low test scores for an activity, then participants are in a better position to evaluate the drawbacks and/or benefits of paper and pencil tests in the vocational assessment process (at a feeling level and content level). As a consequence, this is a potentially high risk feeling level activity meaning that some people in the group may react to the activity in a personal and/or negative way. For example, a participant may dislike being placed in a group based on a low test score and refuse to continue with the activity, complain, or even change the test score to avoid the lower scoring group. While the facilitator must remain sensitive to the feelings the participants may be having, the facilitator must in no way recognize or try to ease any discomfort the participant may be feeling. This is critical to the success of this activity. Since this is not characteristic of the facilitator role, the person directing this activity must be able to move from a facilitative role to a more directive role and back to a facilitative role with ease.

The first part of the activity consists of a paper and pencil test that assesses knowledge of certain occupational roles. The test is designed to be extremely difficult so participants will find questions hard to score correctly. Once the tests are scored, the participants will be divided into two groups; those with higher scores and those with lower scores. During this part of the activity, the two groups will be treated differently. The high group will be instructed to complete a meaningful task and the low group will complete a meaningless task. The last part of the activity will focus on a discussion of participant's feelings about the test and activity and will draw conclusions from the experience about the use of paper and pencil tests.

Note: Assessing students with paper and pencil tests is a common practice (ex. IQ Tests, Achievement Tests, Vocational Tests) in schools at all grade levels. Since testing has become a "natural" part of the routine for making decisions about students, teachers and other professionals may assume; the benefits outweigh the drawbacks to paper and pencil tests, the paper and pencil test is the only way to assess a student, or any number of conclusions that may limit the person's perception on assessment and sensitivity to the emotional/psychological effects on the student.

Materials Needed:

Facilitator Materials	Participant Materials
Test Form	Test Form
Test Answers	Pencil/Pen
Blank Sheet of Paper	Paper
Blank Transparencies	
Marking Pens	
Overhead Projector	
Picture Cards	

Time Needed to Complete the Activity

Approximately 45 minutes to 1 hour. Depends on length of discussion. Allow ample time for discussion even if it goes pass 1 hour.

ACTIVITY NOTES FOR TESTING ACTIVITY

Introduction and Test

1. IN ORDER TO MAKE DECISIONS ABOUT CAREER CHOICES, IT IS IMPORTANT TO HAVE INFORMATION ABOUT THE INDIVIDUAL. SO, FOR THIS ACTIVITY I AM HANDING OUT A FORM AND I WOULD LIKE YOU TO COMPLETE IT. IT REQUIRES A MULTIPLE CHOICE RESPONSE. WHEN YOU HAVE FINISHED, PLEASE TURN THE FORM OVER AND DO NOT TALK TO ANYONE. [Do not say anything other than this. These instructions are worded this way so that participants have limited knowledge of what they are doing and why they are doing it. If participants ask you to repeat the instructions, repeat exactly what you said before. If they ask why they are doing this, you may tell them, "That will become clearer later in this activity". Do not volunteer that information unless you have to and do not volunteer any other information. You are to act and respond like a tester giving a group IQ test or College Boards, etc. Act like a test monitor.]

Score Test

2. Participants are instructed to score their own tests by making a slash through the answer, if wrong. Read the answers to the test and have participants find the total number correct on their test.

Grouping Participants Into Two Groups

3. Since you do not know the range of scores on the test, you need to find out what participants scored so you can divide them into two groups. Do this by either method:

   a. Ask participants to put their score (# of correct responses) on the blank sheet of paper you will send around the circle.
   b. Ask participants to tell their scores out loud, in no particular order, while you write down their scores. Tell them to start saying scores and you will write them down.

Once you see how the scores break out, determine a cutoff point for the two groups. Try to make the two groups as even as possible.

4. Then tell the participants you want everyone with a score of X or over to go to one side of the room, preferably around a table; and then, participants with a score of below X to go to the other side of the room.

[At this point you will treat the two groups differently. You can be warmer and less strict with the "high" group; but still remain business-like and strict with the "low" group. You may find this difficult to do, but this dual role is essential to the success of the activity.]

5. Ask the "low" group (those who scored below X; don't verbally refer to them as the "high" and "low" groups) to wait a moment while you give instructions to the "high" (X or above) group.

Instructions To Each Group

6. Tell the high group that you are going to pass around some pictures of different people working in a specific occupation. They are to pick one picture and on a piece of paper:

   a. describe what the person is doing in the picture
   b. write what they think that person is feeling at that moment
   c. write what they think that person feels about himself in general

   Tell them to pass the cards around quickly.

7. Then go to the "low" group and tell them they are to figure out all the right answers to the test. They can do it any way they want to, but they each must correct all the wrong answers on their test forms. Additional prompts are not necessary. Generally, the group will read off a question and whoever got it right will say so. However, any way the group decides to do it is permissable. [Supervise both groups, but give preference to a question from the "high" group.]

8. [It is hard to determine which group will finish first, but it will probably be the low group. If they do finish, ask them to wait for just a moment while the "high" group finishes. However, this is where you need to be sensitive to feelings. It could be that the participants in the low group have "had enough", in which case go directly to the high group and ask them to stop. If they did not answer the 2 (or 3) questions, that is all right at this point. If, ON THE OTHER HAND, you think the "low" group can wait 1-3 minutes, ask them to wait and instruct the "high" group to try and finish in a minute or two.] Participants who were working on the occupational picture description should keep the picture and description with them. They will need them later.

Discussion & Recording the Conclusions

9. Ask the participants to move back into a circle. Tell the participants that you would like to stop the activity for a while in order to see what kind of reaction they are having to the activity at this point. [Allow them time to think and casually encourage them to speak. If no one is willing to start, you might ask a leading question. An example might be, "I noticed that when I divided you into groups, some of you did not appear to be happy about the division. Can anyone relate to that?" Note: the purpose, here, is to allow the participants to express their feelings about the activity at a feeling level and content level. The facilitator should encourage and acknowledge the participant's feelings (freeing effects). The facilitator should guide the discussion from general statements to more specific statements toward the end. Obviously the facilitator should allow the participants in the group to share with each other freely. The less the facilitator has to say the better. During the discussion the facilitator should make notes of the main feelings participants experience. If the facilitator can jot down notes without detracting from the "visual" interest shown to participants in the discussion, do so.]

10. [When the discussion reaches a natural conclusion, and before conversation gets repetitious, the facilitator, with the help of the participants, should summarize the feelings or statements the participants shared in the discussion. Write these down on the overlay and make sure participants agree all feelings and statements are listed. As you are writing the statements or feelings down, make two columns and put feeling statements in one and content statements in the other.]

Feelings	Statement
1. Being penalized for doing poorly on a test is unfair and turned me off to the activity.	1. A paper and pencil test did not reflect my interest or aptitude for a vocation. It is limited to knowledge of specific items.
2. Not knowing answers made me feel uncomfortable.	2. There are other ways of obtaining occupational information about a student.
	3. Not knowing an answer doesn't mean I wouldn't be interested in exploring that vocation.

FREEING AND BINDING EFFECTS

Freeing Effects: Responses which help keep communications open. Freeing responses increase the sense of equality between professionals.

1. Active listening: Responsive listening.
2. Paraphrasing: Checking to see if the message you received was the one the other person sent. It is more specific than the original statement and shows your present level of understanding.
3. Perception Check: Statement of what you perceive the other person to be feeling. Shows the desire to relate to and understand the other person.
4. Descriptive, not evaluative: A clear report of the facts, rather than your ideas about why things happened or what was meant by them.
5. Description of Feelings: Sharing information that has influenced your feelings and viewpoints.
6. Seeking Information to Help You Understand the Other Person: Questions directly relevant to what the other person has said, not ones that introduce new topics.
7. Helpful: Offering information relevant to the other's concern. To do so, you must understand the reasons for your interaction. Are you trying to be helpful to the other person or doing something that would be helpful to you?

Binding Effects: Responses which keep communications from remaining open. Binding responses decrease the sense of equality between professionals.

1. Evaluative: Responses which place a judgment on another person's feelings or actions by explaining or interpreting the other person's behavior.
2. Reactive: Responses where our emotions, feelings, and self-interests interfere with our interactions.
3. Expectations: Responses which bind you to the past, "You never did this before. What's wrong?" or give the other person clues to future action, "I'm sure you will . . .", "I know you can do it."
4. Denying other's feelings: Responses which deny the feelings the other person has expressed, "You don't really mean that!", "You have no reason to feel that way."
5. Advice and Persuasion, not offering new alternatives: Directive responses which allow the other person no alternative actions, "What you should do is . . ."

VOCATIONAL ASSESSMENT OF

SPECIAL NEEDS PROJECT

Inservice Testing Activity

(Inservice Training Manual, pp. 7-13)

In order to make decisions about career choices, it is important to have information about the individual. For this activity, complete this form. It requires a multiple choice response. When you have finished, please turn the form over and do not talk to anyone.

TEST

Multiple Choice: Circle one answer for each question.

1. A deburrer has a job in which of the following occupational areas:
   a. production technology
   b. information processing
   c. elementary work; industrial
   d. production work
2. A skin fitter has a job in which of the following occupational areas:
   a. production technology
   b. skilled hand and machine work
   c. production control
   d. elementary work; mechanical
3. A pairer would work under the following work conditions:
   a. inside with noise and vibrations
   b. outside with noise and vibrations
   c. both; inside and outside
   d. both inside and outside with noise and vibrations
4. Which occupation is not considered in production control:
   a. selector
   b. burler
   c. egg candler
   d. interlacer

5. Which occupation is not considered in production work:

   a. springer
   b. ginner
   c. dipper
   d. upsetter

6. A truckload checker, vault custodian, car chaser and aircraft-shipping checker would all be required to have skills in:

   a. estimating, scheduling and record keeping
   b. shipping, receiving and stock checking
   c. supervising, analyzing, counting
   d. verifying, recording and marking

7. Which of the following occupations would not deal with loading or moving:

   a. car icer
   b. dumper
   c. dipper
   d. yard laborer

8. Which one of the following occupations is not concerned with information processing (records):

   a. stenographer
   b. proofreader
   c. typist
   d. disbursement clerk

9. Which one of the following occupations would require work activities involving business contact and activities of a routine, definite, organized nature:

   a. peddler
   b. guide
   c. computer operator
   d. actuary

10. Which one of the following occupations would not require all of the following types of work activities: activities involving business contact, activities resulting in recognition or appreciation from others, activities involving the communication of ideas and information, and activities of a scientific and technical nature:

   a. pharmaceutical dealer
   b. travel agent
   c. grain buyer
   d. sales representative, oilfield supplies and equipment

VOCATIONAL ASSESSMENT OF

SPECIAL NEEDS PROJECT

Inservice Testing Activity

Answer Key

1. C
2. A
3. A
4. D
5. B
6. D
7. C
8. C
9. A
10. B

Facilitator Notes

The purpose of this activity is to make participants aware of the connection between occupational skills/work-related behaviors and the skills and behaviors embedded in existing curriculum areas that students learn and demonstrate in the classroom. In addition, participants should become aware of the classroom setting as the most valid and efficient situation for gathering (assessing) information on students to be used in vocational planning and decision making. Further, the teacher is in the best position to efficiently collect the most valid information on the student.

During this activity, participants will work in groups of 4-5 (5 is preferable). Each group will select a work role (i.e. carpenter, secretary) and list skills and behaviors (general and specific) required to perform that job. Then participants will examine the skills and behaviors and determine in what curricular areas these skills and behaviors are taught, demonstrated, or required. The activity closes with groups reporting to the whole group, and a discussion.

Materials Needed:

Facilitator Materials	Participant Materials
Picture Cards from Testing Activity	Skills & Behavior Form
Definitions and Examples Transparency	
Blank Transparency	
Marking Pen	
Overhead Projector	

Time Needed to Complete the Activity

Approximately 35-45 minutes

Note: The purpose of the activity is not to teach participants how to perform a work role analysis. Therefore, a brief definition of general occupational skills and behaviors, and specific work role skills and behaviors, plus examples, should provide the participants with enough information to minimally analyze the occupational role and complete the activity.

Activity Notes

Grouping Participants

1. [Determine how many groups of 4-5 (5 to a group is preferable) there are.] Ask participants who have a picture card of an occupation from the last activity and assign the participant with the picture card to a group 1,2,3...(depending on how many groups you have). [If you do not have enough picture card holders per group, once groups are assigned, the facilitator can give the group a choice of cards. If there are more picture card holders than number of groups, the facilitator assigns one card holder to each group.]
2. [Using any procedure preferred, the facilitator should divide participants into equal groups and assign no more than one person in a subject area to a group. There should not be 2 math teachers, 2 gym teachers, 2 English teachers, etc. in a group. The activity should be enhanced if each group has teachers from several subject areas.]

Instructions for Activity

3. Instruct participants to think about the skills and behaviors that are needed to perform a work role on the picture cards. Define general and specific skills and behaviors and give examples (see transparency). Have one person in each group record on the skills and behaviors form the information the group determines. [Give each group a few forms.] Instruct participants not to write in the column on the right side of the form. Encourage the participants to write down as many general occupational skills/behaviors and specific skills and behaviors that they can. The purpose, at this point, is to have participants generate ideas, not to write a "quality" job analysis. However, they should make the skills as clear and specific as possible.
4. [Allow participants 5-10 minutes to complete the list of skills and behaviors.]

Second Instructions

5. Instruct participants (in a group) to now look at each skill or behavior they listed and in the right hand column list every subject area in which that

skills or behavior is learned, demonstrated, or required in part or in whole. Ask participants to be as specific as possible.

Example:

Skill or Behavior	
Simple addition and/or subtraction	English- add correct items on a test gym - add scores for sports math - daily work

6. [Give participants 10-15 minutes to complete the task. The participants may not get through all the behaviors or skills. The purpose is to allow them time to discuss among themselves and complete several of the items. When the time is up, or they seem to have discussed enough, stop the activity. This should not become a tedious or tiresome task.]

Group Reporting

7. The facilitator should ask each group to select one person to read 2-3 different behaviors or skills and all the classes with which those behaviors or skills are associated. [The facilitator should make sure the reportings do not drag. So, clarify before they start reporting exactly what the individual should say.]

Discussion and Summary

8. The facilitator should then lead a discussion to illicit general reactions to the activity as well as the specific ideas listed on the discussion sheet. The facilitator should, naturally, lead the discussion in such a way so that the participants come to their own conclusions. [As points are being made, the facilitator might write them on a transparency using the participants' words. Note: often times, when a facilitator starts to write on a transparency, the flow of the discussion is hindered. It becomes more of a student-teacher role situation. This should be avoided, if possible. The purpose is to generate ideas and record them. Depending on the facilitator's style, the facilitator may want to record ideas after the discussion, on the transparency, which will also help review and close the activity.]

9. The facilitator closes this activity by summarizing ideas and conclusions from this activity and the testing activity.

10. The facilitator should also briefly describe what the participants will be doing the remainder of the inservice day.

(Description of Inservice Activities for Remainder of the Day. See Activity Inference - Observation Confusion. Section: Activity Notes)

Participant Material

Skill or Behavior: _____ Occupation	

Definitions and Examples

General Occupational Skills and Behaviors

Those skills and behaviors necessary to successfully participate in the World of Work.

Specific Skills and Behaviors

Skills and behaviors specific to the trade area.

Example: Carpenter

General Occupational Skills and Behaviors

Getting to work on time
Getting along with others
Motivation on the job
Appropriately takes breaks
Being responsible for self

Specific Skills and/or Behaviors

Work on roof (situational)
Body strength
Good gross motor skills
Measuring
Simple addition, subtraction, and division

Discussion Sheet: Occupational Roles Activity

1. The connection between occupational skills/work-related behaviors and skills and behaviors embedded in existing curriculum areas.

2. The idea that students learn and demonstrate these skills and behaviors in many situations and this information can be valuable in making decisions about a student's preparation for the World of Work.

3. Assessment is not just a paper and pencil test but can be a process of gathering information on-going in the classroom.

4. The classroom is an already existing, normal setting in which a student can demonstrate competence in using these skills.

5. Therefore, the classroom is the most valid and efficient setting for gathering (assessing) information on students to be used in vocational planning and decision-making.

6. The teacher is in a position to be able to efficiently collect the most valid information on the student.

Facilitator Notes

The following activity, Inference-Observation Confusion, is designed to make participants aware, at a feeling level, that they are often in a position to make inferences; and, at a content level, of some of the reasons people readily draw inferences. The participants will also become aware of the risks involved in making inferences, and aware of when they are making an observation or an inference. Being able to recognize statements of inference is one step towards becoming a more critical observer in the classroom. As a critical observer, the teacher is in a better position to collect the most valid information on the student, related to the World of Work.

During this activity, participants will read a short story, answer questions about the story, check their answers, discuss inferences made in answering the questions, listen to a mini-lecture on how and why individuals make inferences, and identify (and or write) statements of inference from statements of observation.

Materials Needed:

Facilitator Materials

- Description of Inservice Activities for Remainder of Day
- The Story and Statements about the Story
- Statements of Inference and Observation Transparency
- Summary of Inference-Observation Confusion Transparency
- Overhead Projector

Participant Materials

- The Story
- Statements about the Story
- Statements of Inference and Observation
- Inference Observation Worksheet
- Summary of Inference-Observation Confusion

Time Needed to Complete the Activity

Approximately 30 minutes

Activity Notes

Review

1. At this point, the facilitator may want to review what will be happening during the remainder of the inservice day (see Description of Inservice Activities for Remainder of Day, in this section).

The Story Discussion

2. Ask the participants to read "The Story" carefully. Then respond to the statements on the attached page, according to the directions. Remind participants to read the story a couple of times as they cannot refer back to the story while responding to the statements. [Since the purpose of "The Story" is to show participants how easy it is to draw inferences, the facilitator should not be too specific about the objectives of the activity. In fact, it is preferable not to mention the idea of observation vs. inference until the discussion.]

3. After the participants have answered all the questions concerning the story, tell the group the answers to each statement. (Note: participants usually respond correctly to only a few of the statements, so the leader should expect some frustration exhibited by the group of participants.)

Answers to Statements:

1.? Do you know that the "businessman" and the "owner" are one and the same?

2.? Was there necessarily a robbery involved here? Perhaps the man was the rent collector - or the owner's son - they sometimes demand money.

3.F An easy one to keep up the test-taker's morale.

4.? Was the owner a man?

5.? May seem unlikely, but the story does not definitely preclude it.

6.T Story says the owner opened the cash register.

7.? Again, a robber?

8.? The dependent clause is doubtful.

9.? Could not the man who appeared have been the owner?

10.? Are the businessman and the owner one and the same - or two different people? Sames goes for the owner and the man who appeared.

11.? "Dashed"? Could he not have "sped away" on roller skates or in a car? And, do we know that he actually left the store? We don't even know if he entered it.

[Lead a brief discussion using these (or other appropriate) questions.]

a. What kind of inferences did you make....why?

b. Do we make inferences about students or professionals with whom we work?

c. Is it wrong to make inferences? What risks are involved?

Mini-Lecture

Give a mini-lecture which explains Inference-Observation Confusion. Include points listed below in the mini-lecture. It would be helpful, but not essential, if the facilitator would read William Haney's chapter on Inference-Observation Confusion in Communication and Organizational Behavior: Text and Cases, 1973.

Notes for Mini-Lecture: Inference-Observation Confusion

**Calculated risk - describe a situation in which a person decides to take an action which may have undesirable consequences.

Example: situations which might result in embarrassment, loss of money, injury, etc. For instance, betting your money on the Super Bowl.

Steps in taking a calculated risk:

1. Aware of potential effects
2. Assessed likelihood they will occur
3. Takes calculated risk

Thus, you are in a better position to avoid hazards

**Inference-Observation Confusion, on the other hand, often involves taking uncalculated risks.

Give an example:

Problems in taking an uncalculated risk:

1. Inference becomes fused with his observation
2. Did not calculate risk -- (guessed) did not realize the risk he/she was taking

3. Possibly suffers consequences he/she did not calculate by taking an uncalculated risk

So,

1. Someone makes an inference
2. Fails to recognize or remember that he has done so
3. Thus does not calculate the risk involved
4. Proceeds to act on assumption as if it were certain
5. Ends by taking an unrecognized and uncalculated risk which could prove costly

**Why does it happen?

A. Emotions -- our emotions effect the way we react in certain situations.
   Emotions such as hunger, thirst, fatigue, etc.
   Example: You are walking down the street and turn around in time to see an old man kicking a small puppy. Possibe initial reaction -- that mean man is kicking that poor innocent puppy. What really happened -- that puppy actually attacked the man rather viciously and bit the man. The man was protecting himself by kicking at the puppy.

B. Values and Attitudes -- our attitudes may bias the way we view or react to a certain situation.
   Example: Susan: Tom, I want to play football with you, too.
   Tom: Girls can't play football.

C. Our language -- there are 2 kinds of declarative statements you can make about what you observe (see, smell, hear, taste).
   a. Statement of observation - responds directly to what I observe.
      Example: If a man in the group is wearing a tie I could say, "That man is wearing a tie".
   b. Statement of inference - responds to something I did not directly observe.
      Example: (Relates to the example above.) I could say to the man wearing the tie, "You bought that tie". To make a statement of inference you don't have to observe that that actually was the case.

Why it's easy to make such a statement of inference:

a. The man is wearing the tie.

b. He looks honest.

c. Appears to be the sort of person to select his own clothes.

But, actually I don't know for sure.

-It's extremely difficult to distinguish between the two statements.

-Nothing in our language makes it inescapable -- that we discriminate between inferential and observational statements.

-Thus, we find it easy (enticing) to make inferential statements with the false assurance that we are dealing with facts.

-Acting upon inferences as if they were observations is often less than pleasant.

Inference Observation Worksheet Instructions

4. Using the Statements of Inference and Observation Transparency, read the vignettes and ask participants to identify statements of inference in each situation (participants have a Statement of Inference and Observation handout).

5. Refer participants to Inference-Observation Confusion Worksheet, and have them write a statement of inference and a statement of observation about the same situation.

Example:

Inference: Tom was in a bad mood today and didn't want to do his math sheet.

Observation: Tom completed 2 of 40 math problems today.

Ask participants to share their statements with another person and check to be sure the statement is either an inference or observation. Depending on the time, the facilitator may want to ask one or two people to share their statements with the group.

Conclusion of Activity

Conclude the activity with Haney's checklist to distinguish inference from observation. (Summary of Inference and Observation Transparency.)

Make one last point: There generally is more going on in a situation than you infer there is and vice versa. Refer to the previous points on the correlation

of skills and behaviors in various occupations to skills and behaviors students exhibit in the classroom. The way to avoid this kind of inference is to become a critical observer of what students are doing, what teachers are actually requiring, doing, and the embedded skills and behaviors in the curriculum that can provide valuable information in the assessment of vocational skills.

Description of Inservice Activities for Remainder of the Day

* The remainder of the inservice day will focus on the teacher's role as an observer and assessor of student skills and behaviors in the classroom, and how teachers can gather valuable information used in making decisions about the student's preparation for the World of Work. The activities emphasize the need for, and skills involved in, being a critical observer (assessor) in the classroom.

Inference-Observation Confusion

Activity 1

Following is a short story about an incident that occurred in a store recently. Please read this story carefully and then mark the statements about the content of the story on the following page without referring back to the story.

THE STORY *

A business man had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

The story and statements are a portion of the "Uncritical Inference Test," copyrighted, 1955, by William V. Haney
*Reprinted with permission of the author and Richard D. Irwin, Inc.

STATEMENTS ABOUT THE STORY

Answer the following statements with either T, F, or ? (which may be either true or false, but you cannot be certain, based on information given in the story).

1.	A man appeared after the owner had turned off his store lights.	T	F	?
2.	A robber was a man.	T	F	?
3.	The man who appeared did not demand money.	T	F	?
4.	The man who opened the cash register was the owner.	T	F	?
5.	The store owner scooped up the contents of the cash register and sped away.	T	F	?
6.	Someone opened a cash register.	T	F	?
7.	The robber demanded money of the owner.	T	F	?
8.	While the cash register contained money, the story does not state how much.	T	F	/
9.	The man who appeared opened the cash register.	T	F	?
10.	The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force.	T	F	?
11.	The following events occured: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.	T	F	?

Discussion

A. What kind of inferences did you make ---- Reasons?

B. Do we make inferences about students or professions with whom we work?

C. Is it wrong to make inferences? What risks are involved?

Statements of Inference and Observation

Only when we are aware we are inferring, as distinguished from observing, can we begin to avoid confusing inferences and observations. The following dialogue may be typical of what can occur between professionals and/or students.

Social Studies Teacher : I need to talk to you about Tom Smith.
School Psychologist : What trouble is he into now?

What inference (s) was made in the above dialogue?

_____

_____

Teacher : Susan, could you come in after your classes today. I need to talk to you about your science project.
Susan : I knew I was doing it wrong. O.K., I'll see you this afternoon.

What inference (s) was made in the above dialogue?

_____

_____

Participant Materials:

Inference/Observation Worksheet

Statement of Inference:

Statement of Observation:

Summary of Inference-Observation Confusion

The first step in dealing with inference-observation confusion is to be aware we are making an inference. Only then is it possible to assess the probability of whether or not the inference may be correct. William Haney's (1973) checklist is helpful in distinguishing inference from observation.

1. Did I personally observe what I am talking or writing about?

2. Do my observational statements stay with, and not go beyond, my observations?

3. When I deal with important inferences, do I assess their probability?

4. When I communicate with others, do I label my inferences as such and get them to label theirs? (Haney, 1973, pp. 221-224.)

Facilitator Notes:

Situational Observation Activity

The last activity in the Sentization Section of Inservice Training is designed to give participants the opportunity to gain or increase their observation skills in a simulated setting. At the same time, the activity should make participants aware of the importance of the teacher's role in the assessment process. As a critical observer, the teacher is in the best position to efficiently collect the most valid information on the student concerning the World of Work. The rationale for gaining or increasing one's observationsl skills is based on the major objectives (# 2,3,4,5,7) listed in the overview section of the first module.

Materials Needed:

Facilitator Materials	Participant Materials
Overhead Projector	Paper
Transparencies made during the day	Pen
Extra paper and pens	

Time Needed to Complete the Activity

Approximately 1 1/2 hours.

ACTIVITY NOTES

Explanation of Objectives

1. Briefly explain the objectives of the activity and, if necessary, review where participants are at this point in relation to the overall goals of the inservice training.

Instructions-Description of Student and Learning Situation

2. Assign participants to groups of 6-7 members. Ask them to make up a description of a student (special needs) and write the description on a piece of paper. Ask them to assign a recorder . Then, tell them the description of the student should be as specific and descriptive as possible. Give them plenty of time to complete the task so that anyone reading the description would be able to role play the description.

3. Next, ask the groups to think of a specific teacher-directed learning situation the student might likely be involved in during the day. [They can pick any course.] Ask them to describe the teacher-directed learning situation (including the objective) as specifically as possible and write it down on another piece of paper. The learning situation should be short (as opposed to a unit lesson [15 min.]).

Directions for Role Playing and Observers

4. Ask the groups to select two people to play the parts of the student and the teacher in a role playing situation. After each group has selected the student and teacher, ask the participant playing the student role to leave his/her group and to go another group. Give the student and teacher about 5 minutes to study the descriptions the groups have written. [The student assigned to the new group will play the student role written by that group, not the description written by his/her original group.] [Switching the student role player to another group may be optional. The facilitator may want to try it both ways to see which has the better effect.]

During that time, ask the participants in each group to select 2 other people to be students in the role playing situation, and 2 (or 3, whoever is remaining) to be observers. The students will be a part of the role playing situation with the teacher, and, the student who was described. The observers will write an on-going descriptive (observational) account of the entire teaching sequence. [The facilitator should emphasize the importance of the observer role. It is the key to the success of this activity.] The observers will describe what they observe the student to be doing through the learning sequence. [If there are 3 observers, you may want one observer to write a descriptive account of the teacher during the learning sequence.] [At this point, emphasize what is a good, descriptive account - using statements of observation - and, give them examples of observational statements.]

Example: Not: Johnny daydreamed (inferential) while the teacher gave the instructions.

This: Johnny looked at the ceiling, turned to the back of the room, looked out the window, and scribbled with a pencil on the side of the desk, while the teacher was giving oral directions.

[Include examples of students who do attend to a task.]

Emphasize that, in taking a running observational recording of a situation, the observer should abbreviate (i.e. T=teacher, S=student), write as fast as he/she can, and write everything observed. The purpose of an observational recording is to have an account of exactly what happened, not a well-punctuated account with good penmanship. [The facilitator must have some knowledge and skill in taking an observational recording. If the facilitator has not taken an observational recording in some time, practice is recommended before directing this activity.] Emphasize that the observers will share their recordings when the role playing situation is over.

Role Playing

5. Instruct the groups to act out the learning situation they have developed, and to make an observational recording (by the observers). [Give them plenty of time.] The facilitator should try to watch and listen to all groups. Before you have groups share with other groups, later in the activity, the facilitator should have an idea of who will make an especially good observational recording.

Discuss and Analyze Information in Groups

6. Once groups have finished the role playing situation, ask the groups to share reactions to the situation and, specifically, direct each observer (one at a time) to share his/her observational recording.

7. Next, ask groups to think about, and analyze, the observational recordings and pick out observations that may provide information that could be used in making decisions about vocational planning for a student. [At this point, the facilitator may want to emphasize that observational recordings are only part of the process of gathering vocational information on a student, and that making an on-going observational recording, as they have just done, is only one way of gathering observational information.] The facilitator may want to have the participants refer to the Occupational Role Skill and Behavior Form completed during the Occupational Role Activity earlier. This may help the idea of observational data being connected to occupational skills and behaviors. [The purpose of the activity, at this point, is to emphasize the importance and use of observational information, and the connection between observed skills and behaviors exhibited in a simulated classroom situation, and those skills and behaviors observed in a specific occupation. However, the facilitator should be sensitive to the fact that the teacher's role is the vital link in collecting valid information on students, but the teacher will not necessarily assume the role as analyzer of the information. This is important to clarify to teachers as this activity may be perceived by teachers as overwhelming, too much work to ever be practical, etc. Therefore, the facilitator should emphasize that the participants are analyzing the information now, to allow them to see the connection between observational recordings, skills and behaviors observed in the classroom, and how that information may be used to make decisions about a student in relation to the World of Work. Point out that the teacher will not be excluded from the analyzing information role, but does not necessarily have to assume (primary) responsibility for that role, either.

Sharing Information and Review Activity and Day's Objectives

8. The final part of the activity is to share information between the groups. Time will be the primary factor in determining how much sharing takes place. Another consideration is how well groups shared within their group and whether any additional information can be learned from groups sharing with each other.]

In either case, the facilitator may ask one observer (from one group) to share his/her observation and one or two examples from the observation that were seen as important information to be used in the vocational assessment process. [The facilitator should select an observer known to have written an exceptionally good observational recording.]

9. Review of the objectives and rationale of this activity and the entire day. The facilitator should stress the importance of the teacher's role in vocational assessment, as well as, to clarify the teacher's role to this point. The facilitator may want to use the transparencies developed during the day in the review and closing.]

PART II

CURRICULUM ANALYSIS

OBJECTIVES OF PART II: CURRICULUM ANALYSIS

The overall purpose of Part II: Curriculum Analysis is for participants to be able to analyze a learning situation (unit of study) in their classroom, to understand the difference between knowledge outcomes and applied outcomes, and to see the relationship between content steps of a learning situation and skills and behaviors in the World of Work.

More specifically, the objectives of Part II are as follows:

1. Define a specific piece of instruction in terms of content (ex. Science: Series Circuits; Social Studies: Map Reading; Math: Fractional Measuring with a Ruler) and time (ex. 1 day, 1 week, 1 4-day unit).
2. Understand and demonstrate the difference between knowledge outcomes and applied outcomes.
3. Participant is able to analyze a learning situation. More specifically, is able to break a learning situation into a) Content/Student's Steps on Task, b) Instructional Strategies, c) Instructor's Roles, and d) Knowledge or Applied Outcomes. These are the steps involved in a Curriculum Analysis.
4. An awareness of the relationship between content steps on a task (learning situation) and skills and behaviors in the World of Work.
5. Participant will complete a Curriculum Analysis on a learning task within their curriculum.

References:

1. The facilitator should read and understand Paper I: Introduction found in Appendix A.

PART II CURRICULUM ANALYSIS

GENERAL OUTLINE

9:00	- 9:15	or 9:30	Review of Sensitization Inservice Day Brief Introduction to Objectives of Part II: Curriculum Analysis
9:30	- 10:30		Task Analysis-Activity 1
10:30	- 10:45		Break
10:45	- 11:30	or 11:45	Defining An Instructional Area-Activity 2
			Break for Lunch
1:00	- 2:00		Content/Student's Steps on Task-Activity 3
2:00	- 2:45		Completion of Curriculum Analysis-Activity 4

FACILITATOR NOTES

The first 20-30 minutes of the inservice day should begin with an overview of the objectives, ideas, and activities in the Sensitization Workshop. The purpose of the review is to re-introduce the ideas and objectives, from Part I, that are the basis for the vocational assessment process and the rationale for the teacher's role in the assessment process.

Since the next step in the inservice training involves the participants learning how to complete a Curriculum Analysis, it is necessary for the participants to understand the rationale for their involvement in the vocational assessment process as well as the basic objectives of the vocational assessment process.

Materials Needed:

Facilitator Materials

Overhead Projector

Transparency - Objectives from Part I: Sensitization

Blank Transparency

Participant Materials

List of Objectives from Part I: Sensitization

Time Needed to Complete the Activity

Approximately 15-30 minutes

ACTIVITY NOTES

Instructions for the Review

1. [The facilitator has at least two options for reviewing Part I: Sensitization Objectives and Activities.]

   a. Ask participants to think back to the last inservice day and summarize the activity and objective (or idea). The facilitator can rephrase the the participants' ideas, if necessary, to clarify the objective. If this option is chosen, the facilitator might write the objectives (main ideas) down as participants say them. This type of review may be difficult for the first part of a morning session. Participants generally are more reluctant to talk (or think) first thing in the morning in a large group. Therefore, the second option may be preferrable. Or, the facilitator may start with option "a" and if participants are not "ready" to talk (or think), go on to option "b".

   b. Facilitator reviews and discusses the activities and ideas (objectives) of the Sensitization Workshop using the transparency "Objectives for Part I: Sensitization". While the facilitator is leading the discussion, encourage the participants to give their perception of the activity or idea (objective). Do not make the review a lecture, so watch the time and involve the participants as much as possible.

Instruction for Introducing Objectives for Part II

2. The facilitator should briefly review the objectives for today's inservice training on Curriculum Analysis. An explanation of how it connects to the Part I: Sensitization Inservice Training should be offered.

3. The time frame and breaks should be clarified for the day's inservice training.

FACILITATOR NOTES

Task Analysis Activity 1

The first activity in Part II: Curriculum Analysis will focus on a task analysis of a simple activity. The purpose of this activity is to introduce participants to the basic components of a curriculum analysis which include Content/Student's Steps on Task, Instructional Strategies, Instructor's Roles, and Knowledge or Applied Outcomes. The second purpose is to allow participants the opportunity to demonstrate their understanding of these terms (components) by completing a simple task analysis. This activity serves as an introduction to Objectives 1, 2, and 3.

The activity is designed to involve participants in a simple learning task. The task has a definable beginning and ending point. Being able to define a beginning and ending point is the first (and critical) step to complete when writing a curriculum analysis. Hence, this activity will serve as a model (in the following activities) to emphasize and demonstrate how to define a beginning and ending point in a task. This activity will also serve as a model for selecting a unit of study from a curriculum that can be effectively and efficiently analyzed.

The activity begins with a brief introduction and instructions on how to analyze the task of "verbally instructing a blind individual how to pour water from a full water pitcher into an empty glass and fill the glass full of water". The task begins with a pitcher full of water and an empty glass on the table and ends with the glass full of water and the pitcher on the table. The participants will be instructed to write down the steps the student must perform to accomplish the objective of the task. Participants will work in groups of 5.

The second part of the activity involves the facilitator playing the part of a blind person, and one person from a group reading the steps that were determined as necessary for completing the task. If instructions are not complete, allow participants to refine the directions. When directions are refined, groups will select an individual, within the group, to play the part of a blind person and one person to give instructions and check the steps on the task again. The next part of the activity requires participants to identify instructional strategies,

the instructor's roles, and knowledge or applied outcomes in the task. The activity will conclude with a review of the activity, ideas, and terms involved in a curriculum analysis.

Materials Needed

Facilitator Materials

Overhead Projector

Transparencies

a) List of Instructional Strategies
b) List of Instructor's Roles
c) Definition and examples of
   Knowledge Outcomes and
   Applied Outcomes

Water Pitchers (1 per group)

Water Glass (1 per group)

Blindfolds - Optional (may close eyes)

Participant Materials

Paper

Pens/pencils

Time Needed to Complete the Activity

Approximately 1 hour

LIST OF INSTRUCTIONAL STRATEGIES

Instructional Strategies: How the Teacher Will Carry Out the Lesson Unit

List of Instructional Strategies

Group students in working pairs.

Lecture on terms and definitions (on overhead projector).

Draw examples on board with explanation.

Provide small group instruction.

Circulate throughout class providing individual instruction.

Demonstrate by a step by step drawing.

Have students work independently.

Circulate materials.

Design and distribute a written exam.

LIST OF INSTRUCTOR'S ROLE

Instructor's Role: What the Teacher Will be Doing in Carrying Out the Lesson Unit

List of Possible Instructor's Roles

Observer

Assister

Evaluator

Guide/Participant

Director of Instruction

Provider of Information

Helper

Questioner

Lecturer

KNOWLEDGE OR APPLIED OUTCOMES

Knowledge Outcomes: As a result of completing a task, the student indicates his knowledge of the task by oral or written means.

Example:

Task - Science: Series Circuits

Outcome - Takes written test on parts and functions of circuits

Task - Home Economics: Pancakes

Outcome - Takes oral or written test on ingredients in a pancake

---

Applied Outcomes: As a result of completing a task, the student can perform the task.

Example:

Task - Science: Series Circuits

Outcome - Assembles a series of circuits

Task - Home Economics: Pancakes

Outcome - Makes a pancake

FACILITATOR NOTES

Defining an Instructional Area Activity 2

At this point, participants will begin the process of reviewing their curriculum and selecting a unit of study in an instructional area that is related to the World of Work. One objective of this activity is for participants to define a unit of study in terms of content (i.e. Science: Series Circuits; Social Studies: Map Reading; Math: Fractional Measuring with a Ruler) and time (ex. 1 day, 1 week, 1 4-day unit, 5 days of a 5 week unit). Therefore, the activity centers around participants helping themselves and others to select a manageable piece of instruction in terms of content and time (Objective #1). Another objective in this activity is for participants to select the unit of study that is the most related to the World of Work.

Again, the first steps involved in doing a curriculum analysis include selecting a unit of study related to the World of Work and defining that unit of instruction in terms of a manageable content and time.

During this activity participants will work in groups of three to assist themselves and the other two group members to select a unit of study from their curriculum that is related to the World of Work and defined in in terms of content and time. Since the quality (and ease) of a curriculum analysis depends on how well participants select and define the unit of study from their curriculum, the facilitator must insure that the groups have a clear understanding of how they are to help each other in this process. This is especially true if the facilitator does not have any assistants in running the inservice training.

Materials Needed:

Facilitator Materials	Participant Materials
Large sheets of paper	Pencil/pen
Masking tape	Paper
Marking pens (magic markers that show up well across the room)	

Time Needed to Complete the Task

Approximately 30-45 minutes.

ACTIVITY NOTES

Task Analysis Activity 1

A Brief Introduction

1. The facilitator begins the activity with a brief introduction that focuses on the rationale for why curriculum analysis is a part of the vocational assessment process. Points made should include:

   a. One way to observe a student demonstrating specific skills and behaviors is to break down a learning task into steps and observe the skills/behaviors demonstrated for each step.

   b. The process of observing a student on each step of the task provides more information about the student's skills and behaviors than can be observed by evaluating whether or not the student performed the task.

   c. The classroom is the most natural and least restrictive setting to observe students demonstrating skills and behaviors on assigned tasks.

   d. Once steps of a task are defined, it is easier to identify and observe skills and behaviors that relate to the World of Work.

   e. By analyzing the interaction between the student, instructor, instructional task, and instructional environment, several levels of occupational assessment become possible.

   Note: this is a brief introduction, not a lecture.

Instructions for Activity - Task Analysis

2. Tell participants that during this activity they will be analyzing a specific task. If they are not already in groups of 5, assign participants to groups. The purpose of this activity is for each group to analyze the task of "verbally instructing a blind individual how to pour water from a water pitcher into an empty glass and fill that glass full of water". The task begins with a pitcher full of water and an empty glass on the table and ends with the glass full of water and the pitcher on the table.

The participants will write down the steps the student must perform to accomplish the objective of the task. Make sure the participants have a pitcher full of water and a glass for each group. Instruct groups to choose a recorder. Review instructions and tell participants to begin analyzing this task.

3. When groups are finished (or most groups are finished), ask a group to read the student's steps on the task while the facilitator role plays a blind individual. [The facilitator, if he/she has not done this type of role playing before, should be careful to do only what the instructions say to do. Usually the steps leave out one small (vital) piece of information and it is easy (especially for a sighted individual) to infer the instructions said to do something. However, only do what the steps read to you say - no more - no less (a literal interpretation). For example, the first step may say, "Pick up the pitcher of water". That infers you know where the pitcher is. So, you must pretend not to know where it is. The instruction also infers you should pick it up by the handle but it doesn't say that, so pick it up by the spout, etc. Another example would be, "Place the spout of the pitcher on the edge of the glass". This step infers on which edge you should place the spout. So, place the spout on any edge but the edge the reader expects you to. You may end up pouring water on yourself and/or getting a few laughs but your actions will make the point.] Have 2 or 3 groups read their steps for the "student" role which you (facilitator) act out.

4. Then instruct groups to refine their instructions and test the steps on someone playing the blind individual role in their group. [When they finish, this may be a good time for participants to take a break.]
[Do not let the refinement of steps go on too long. This should not be a tedious task especially since the participants will need their energy for an analysis of their own curriculum which begins in the next activity. This activity should be fun and give a sense of completion without being tedious.]

Instructions for Second Part of Activity

5. [The next part of the activity requires the facilitator to define and clarify terms used in a curriculum analysis and to have groups identify these factors in the Water Pitcher Task.] Tell the participants that there are a few factors

you want them to identify in the Water Pitcher Task they just analyzed. Using the transparency "List of Instructional Strategies", define instructional strategies and give examples from the transparency. Then, ask the groups to identify the strategy (ies) found in the Water Pitcher Task for each step.

6. Using the transparency "List of Instructor's Roles", define instructor's role and give examples from the transparency. Then, ask the groups to identify the instructor's role found in the Water Pitcher Task for each step (it may not change from step to step).

7. Explain the difference between knowledge outcomes and applied outcomes (definitions and examples). Then, ask participants to identify knowledge and/or applied outcomes in the Water Pitcher Task for each step that they can.

Sharing Group Information and Conclusion

8. Ask 1-3 groups to state what the Instructional Strategies, Instructor's Role, and Knowledge and/or Applied Outcomes are for the Water Pitcher Task. [These factors are generally easy to identify, so instead of having a second or third group report, ask for a group to report who found something different from the first group's report.]

Stress: a) Instructional Strategies, Instructor's Role, and Knowledge or Applied Outcomes may vary more on tasks other than this activity.

b) Emphasize that they just completed all the steps involved in a curriculum analysis.

c) Ask the participants what would have changed in the task if the Water Pitcher Task had required a knowledge outcome rather than an applied outcome. (Participants take a test, oral or written, on the task, for example.) Ask whether knowledge or applied outcomes give more valid information.

d) Stress the idea that applied outcomes should be a part of a curriculum analysis.

e) Emphasize that this task (Water Pitcher Task) had a specific starting and ending point. It was a manageable piece of a "potential" curriculum (i.e. Self Help Skills). If the activity had not had a specified starting point (which was the water pitcher was full and the glass was empty on the table in front of the student), than it could have started with having to buy a water pitcher or glass, finding a place to fill the pitcher, etc. The same for the ending point. Emphasize that in writing a curriculum analysis the first step

is defining a starting and ending point that is a "manageable" piece of curriculum to analyze. Otherwise, the analysis could go on for too long a period to be practical to write down.

9. Give participants the opportunity to ask questions or react to the task. Conclude the activity.

ACTIVITY NOTES

Grouping and Introducing Activity Objectives

1. Assign participants to groups of three. [Use any procedure to assign groups but make sure no one in the same content area is in the same group. Also, this activity might work better if participants are grouped with people they do not know as well.]

2. Describe the purposes of this activity:

   a) Each participant will select a unit (piece) of study from their curriculum that is the most related to the World of Work.

   b) Each participant will define a unit of study in terms of content and time.

      [Note: Be sensitive to the term "unit" as participants may each have a different idea of what a unit is for them. For example, some participants may think a unit runs a semester (time) and covers several topics (content) and others may think it runs for a week (time) and covers one specific piece of instruction within a larger topic (content). Therefore, clarify your use of the term or the range of possible uses of the term.]

   c) Inform participants that once they identify and define the unit of study, they will do a curriculum analysis of this piece of instruction in the next activities.

Instructions

3. During this activity you (participants) will be working in groups of three for the purpose of assisting yourself and other group members to select and define a piece of instruction related to the World of Work. The procedure for helping others is as follows:

   a) One person at a time will review/discuss their curriculum and will decide on the piece of instruction that is most related to the World of Work. [Note: some participants will find it harder to identify a unit of study that relates to the World of Work than others (i.e. shop

teachers easier than, say, English). Acknowledge to participants that this may be true, but stress that does not mean their piece of instruction is any less important in the assessment process. Rather, each subject area can provide important information on a student's skills and behaviors related to the World of Work.]

b) Once the participant has identified the unit of study, the person then discusses the unit of study in terms of content and time. The goal is to define a manageable unit of instruction that you will analyze later in the day.

c) Once the first person in the group has clarified, selected, and defined their unit of study, with the help of the other two group members, the person will record their Instructional Area and the unit of study related to the World of Work on the large sheets of paper located on one side of the room. [Note: Facilitator should hang sheets of paper and write:

Instructional Area			
Unit of Study Related to the World of Work			

Each person can fill in a vertical column. Having the people write on the paper serves three purposes: 1) It should help to insure <u>one</u> person in the group works on their unit of study at a time. 2) It will give groups other examples of units of study selected by other participants. 3) The facilitator can check the unit of study listed on the walls to insure participants are doing the activity correctly.]

d) When one person has completed this task, the second person in the group follows steps 3 a-c, then the third person follows steps 3 a-c.

e) The facilitator should clarify for the participants what role the two people in the group, who are helping the third person on steps 3 a-c, should have. The two "helpers" should <u>listen</u> [stress listening] and get the person who is being helped to <u>clarify</u> their thoughts. [Emphasize that each person will have a turn as the one receiving help, so when they are <u>giving</u> help they should not talk about their curriculum. Rather, they should listen and get the person who is receiving help to clarify their thoughts.] Stress this point several times.

Conclusion of Activity

4. [Once everyone has written their Instructional Area and Unit of Study on the wall, the activity is complete.]

5. Discussion: The facilitator concludes the activity by having participants give feedback on the activity (reactions, questions). [The facilitator should make sure participants have successfully completed this activity before proceeding to the next activity.] The facilitator may use the sheets on the wall to review areas participants have chosen.

FACILITATOR NOTES

Content/Student's Steps on Task

The next step in completing a curriculum analysis, once the unit of study related to the World of Work has been identified, is to analyze the task (unit of study participants have identified). The goal of the analysis of the task is to identify the student's steps from the beginning step to the ending step for that particular task.

The activity begins with a brief review of how to analyze a task (student's steps), identification of the beginning step and ending step, and then an analysis of each step the student must complete to finish the task. The activity concludes with reactions, clarification and discussion of the activity. Each participant should successfully complete an analysis of the task (unit of study) related to the World of Work they identified in Activity 2.

Materials Needed:

Facilitator Materials	Participant Materials
Transparencies: Example of Completed Curriculum Analysis Form	Curriculum Analysis Form
Overhead Projector	
Xerox Copies of Other Completed Curriculum Analysis Forms	

Time Needed to Complete the Activity

Approximately 1 hour (may take longer for some participants)

ACTIVITY NOTES

Content/Student's Steps on Task

Introduction

1. [The participants will be working individually on this task. However, since they are already sitting in groups of 3, the facilitator should encourage them to give and receive help from the other 2 participants while working on the analysis of the task.]

2. Review the objective of this activity and, again, give a brief overview of how this part of the curriculum analysis fits into the whole curriculum analysis and the assessment process. [Since participants are working on pieces of the curriculum analysis at a time, it is important to put the on-going task into perspective. Otherwise, participants may feel lost, wonder why they are doing so much work, etc. (even though you are reviewing objectives all through the day). Stress again that by analyzing a unit of study in their curriculum, valuable information on the student in relation to the World of Work can be obtained.]

Activity Instructions

3. Inform participants that at this time they will be analyzing the unit of study related to the World of Work that they identified in the last activity. Before breaking the task down into steps, ask the participants to think about the task and identify the first step in the task and the last step in the task. The facilitator should gives examples (one being the Water Pitcher Task in the previous activity and the example of completed curriculum analysis). Have them write this down on a piece of paper. [Make sure everyone has identified the first and last step before giving the next instruction. Encourage group members to take a helping role.]

4. Once the beginning and ending step have been identified, hand out curriculum analysis sheets and have participants identify and write down all the steps

the student must complete in order to finish the task. Remind them the steps are the student's steps, not the teacher's steps. [The facilitator may suggest to the participants to imagine themselves as the student completing the entire task before they start writing the steps down. Teachers (or anyone) have a tendency to think from their perspective (and role) so any suggestions you can give to the participants to assist them in writing the student's steps would be helpful.]

5. [The facilitator should go around to each group and assist participants. The facilitator may also suggest to participants that they may use the curriculum analysis forms that have already been written as a guide, if they want or need to. Let participants work on the analysis a while before offering the curriculum analysis forms as a guide. Some participants will probably need the assistance of a completed curriculum analysis form, but it is recommended that participants begin to work on the analysis of the task without a guide.]

6. When participants have finished their analysis of the student's steps in the task, have them share their analysis with both or one of the participants in their group and refine their steps. [The facilitator should have an idea of how each participant has completed the analysis and assisted participants to a successful completion.]

Conclusion to Activity

7. Conclude the activity with participant reactions to the activity. Encourage participants to share how they accomplished the goal as well as ideas and problems about the analysis.

CURRICULUM ANALYSIS

Instructional Area _____

Unit of Study Related to the World of Work _____

Analysis of a Part of the Unit

Content of Student Steps on the Task	Instructional Strategies	Instructor's Role	Outcomes Applied Skills Knowledge

FACILITATOR NOTES

Completion of Curriculum Analysis

The last steps involved in the curriculum analysis of a unit of study related to the World of Work, that participants have identified and task analyzed, are to identify the Instructional Strategies, Instructor's Role, and Applied/Knowledge Outcomes for each step of the task analysis.

During the last activity participants will work individually to identify the Instructional Strategies, Instructor's Role and Applied/Knowledge Outcomes for each step of the task analysis. However, participants will be encouraged to share their analysis with the other two members of their group (they are still seated in groups of 3). The discussion concludes with a discussion of the Curriculum Analysis and a review, by the facilitator, of the purpose of the Curriculum Analysis and how it fits into the vocational assessment process.

Materials Needed:

Facilitator Materials

Transparencies:

- Instructional Strategy Transparency
- Instructor's Role "
- Applied/Knowledge Outcomes "
- Example of a Completed Curriculum Analysis Form "

Xerox Copies of Completed Curriculum Analysis Forms

Overhead Projector

Participant Materials

Curriculum Analysis Form from Activity 3

Time Needed to Complete the Activity

Approximately 30-45 minutes

ACTIVITY NOTES

Instructions

1. During the last activity, the participants will have been completing the last 3 steps involved in the Curriculum Analysis. Participants will look at each step they have identified on the analysis of the Student's Steps on the Task, and identify the Instructional Strategies, Instructor's Role, and the Knowledge or Applied Outcomes. Use the transparencies on definitions and examples for Instructional Strategies, Instructor's Role, and the Knowledge or Applied Outcomes to review the meaning and expectation for each area.
   Although participants will be completing the activity individually, encourage participants to work within their group of 3 to complete the task. In addition, use the example of a completed Curriculum Analysis Transparency to indicate what the final product will look like. Participants may use other completed Curriculum Analysis Forms offered (perhaps) in the last activity.
2. Emphasize the advantages of Applied Outcomes in their curriculum analysis. [However, understand some participants will not have applied outcomes. The purpose of emphasizing Applied Outcomes is to make participants who do not have applied outcomes aware of the advantages of requiring applied outcomes. However, in emphasizing applied outcomes the facilitator should not give participants the feeling they are wrong for not including applied outcomes.]

Conclusion and Review

3. When participants have identified the Instructional Strategies, Instructor's Role, and Knowledge/Applied Outcomes, the Curriculum Analysis is complete. Ask participants to react to and discuss their Curriculum Analysis. [The facilitator should make a point of connecting ideas on the Curriculum Analysis to the overall vocational assessment process.
4. Briefly review the day's objectives and finish products (Curriculum Analysis). [The facilitator should insure participants feel a sense of completion on the Curriculum Analysis activities.

5. Briefly state the two main objectives of the next Inservice Training Day, Part III - Instrumentation Development and Data Collection.

   a. Objective 1 - participants will develop and evaluate a rating instrument specific to their curriculum analysis.

   b. Objective 2 - participants will critically rate and observe behaviors and skills with their curriculum analysis.

   c. Objective 3 - participants will understand that after they complete objectives 1 and 2, the information will be given to the Special Education Administrator (CET person, etc.) for the purpose of formating the information. The information will be used to assist the student in making decisions about occupational preparation.

PART III

DEVELOPING CHECKLISTS AND COLLECTING INFORMATION

OBJECTIVES OF PART III: DEVELOPING CHECKLISTS AND COLLECTING INFORMATION

The purpose of Part III: Developing Checklists and Collecting Information is to show participants how occupational information can be derived from classroom situations. More specifically, how the curriculum analysis developed in Part II can be used to develop checklists that measure task performance, work adjustment factors and occupation relationships. The objectives in this workshop include:

1. To understand that the vocational assessment process involves the use of critical observation of selected factors in the classroom.
2. To understand, develop and use the Task Performance Checklist.
3. To understand the need for and practice critical observation skills.
4. To understand the importance of, develop and use an Interest Checklist.
5. To understand the importance of, develop and use a Temperament Checklist.
6. To understand the importance of, develop and use a Situational Task Behavior Checklist.
7. To understand and use a General Work Readiness Checklist.
8. To understand the importance of, develop and use occupation relationship checklists including academic skills, perceptual-motor skills, and physical demands checklists.
9. To have an understanding of how the information from these checklists can be used and how these checklists provide a "whole" picture of the student in relation to the World of Work.

***

PART III DEVELOPING CHECKLISTS AND COLLECTING INFORMATION

GENERAL OUTLINE

9:00 - 9:30	Introductory Activity Overview of Day's Activities
9:30 - 10:30	Task Performance Checklist
10:30 - 10:45	Break
10:45 - 11:30	Work Adjustment Factors Interest Checklist
11:30 - 12:00	Temperament Checklist
12:00 - 1:00	Lunch
1:00 - 2:00	Situational Task Behaviors and General Work Readiness Behaviors
2:00 - 3:00	Occupational Relationship Checklist

FACILITATOR NOTES

Introduction - Part III:

Developing Checklists and Collecting Information

The purpose of the introductory activity is to warm people up to each other by generating some conversation from each individual. The second part of the introductory activity is to give participants an overview of the day's activity. The facilitator will briefly mention each area to be explored during the day.

Materials Needed:

Facilitator Materials	Participant Materials
Overhead Projector	None
Overview Transparency	

ACTIVITY NOTES

Introduction

1. This is the third and last day of inservice training dealing with the vocational assessment process. For some of you this series of workshops may be the first time you have thought about vocational assessment, for others you may not have thought about it in the way we have discussed it thus far. Either way, I would like you to think of one thought, idea, or thing about vocational assessment that you had never thought of before (these workshops), and I will ask you to share it in a few minutes. [It would be better if people were in a circle, however, make sure when people are sharing they can be seen by others.] Then, ask participants to think of one thing that no one in the room knows about them. [Give them a minute to think.] Ask participants to take turns and share: a) a thought about vocational assessment they have not had before, and b) one thing about themselves that no one in the room knows. [The purpose of this activity is to wake everyone up and warm them up to each other. This should help with discussions during the day.] The facilitator may share, too.

Overview

2. Using the Overview Transparency, briefly:

   a. Review the product (Curriculum Analysis) each participant developed during the last inservice day.
   b. State that their curriculum analysis will be used to develop several checklists that will be used today to rate a student's performance on the task and on factors related to the task: Task Performance, Work Adjustment Factors and Occupation Relationship. [The purpose of the overview is to give them an idea of the direction of the day's activities, not to give them the definitions of the factors. Definitions will be introduced as the factors are considered in each activity.]
   c. The purpose of the day's activities is to consider different variables

in the learning situations that can provide useful information to the vocational assessment process, to develop checklists to obtain specific information, and to understand the importance of the information gained from the checklists to the overall assessment process.

Overview

Instructional Model:

- Content/Student's Steps on Task
- Instructional Strategies
- Instructor's Role
- Outcomes/Applied Skills

Task Performance

- Student's Performance on Task
- Observational Recordings

Work Adjustment Factors

- Interest
- Temperament
- Situational Task Behaviors
- General Work Readiness Behaviors

Occupation Relationships

- Academic Skills, Perceptual-Motor Skills, Physical Demands
- Direct Relationship of Task to Occupation

FACILITATOR NOTES

Task Performance Checklist

The first step involved in the vocational assessment process, once a curriculum analysis is completed and as the student is completing the task (or following the task), is for teachers to assess the student's performance on the task using The Task Performance Checklist. The Task Performance Checklist is used as an indicator of whether the student is: not able to do the task, able to do the task with assistance, or able to do the task without assistance for each step of the task. The checklist, therefore, indicates whether or not a student completes the task and the rating for each step of the task. The checklist is designed so that the teacher can also write a descriptive observation as the student is working on the task. The descriptive observation notes provide additional and more indepth information on how the student completed the task.

Therefore, this activity introduces participants to the purpose of the Task Performance Checklists, gives practice using the checklist in a simulated situation, shows how to develop a Task Performance Checklist from their curriculum analysis, and reviews the implications of the checklist to the rest of the assessment process.

Materials Needed:

Facilitator Materials

- Curriculum Analysis: Social Studies - Identifying States & Capitals Transparency and Sheet
- Task Performance Checklist - Task: Identifying States & Capitals Transparency
- Textbook (or copy of a page) with Map of U.S. States & Capitals Transparency
- Blank Map
- Test on States & Capitals
- Blank Task Performance Checklist
- Student Information Cards
- Overhead Projector
- Marking Pen

Participant Materials

- Task Performance Checklist: Identifying States & Capitals Worksheet
- Blank Map
- Textbook or Page with Complete Map
- Pencil/Pen
- Blank Task Performance Checklist
- Participant's Curriculum Analysis Completed in Part II: Curriculum Analysis

ACTIVITY NOTES

The Task Performance Checklist

Introduction

1. The introduction should include the following points:

   a. The Task Performance Checklist serves as an indicator of whether or not the student was able to complete each step of a task.

   b. The checklist is developed from the "Content/Student's Steps on Task" on a Curriculum Analysis [use completed Curriculum Analysis: Social Studies - Identification of States and Capitals Overlay and Task Performance Checklist - Task: Identification of States and Capitals Overlay to show how checklist is developed].

   c. The teacher uses the checklist to rate the student on each step of the task. The ratings are: Able To Do With Normal Instruction, Able To Do With Additional Instruction, Not Able To Do.

   d. The checklist is also designed so that the teacher can write a descriptive observation of the task while the student is working on the task. The purpose of the descriptive observation is to provide additional and more indepth information on how the student completed the task. Example: The student may be able to complete Step 1 with no assistance, but the descriptive observation indicates the step took him 10 minutes to complete. (The others took 5 minutes to complete Step 1.)

   e. The checklist will serve as a basis for completing other checklists that are related to occupational characteristics, academic skills, perceptual/motor skills, and physical demands. [This point should be introduced (awareness level) briefly. Too much of an introduction might cause confusion at this point. The main ideas, at this time, should be centered around the Task Performance Checklist, not the other checklists they will be constructing in the following activities.]

Instructions for Activity

2. Tell the participants you want to involve them in an activity that will allow them the opportunity to use the Task Performance Checklist on a specific task, namely the Social Studies Task described in the introduction. Explain that you need two volunteers to role play students involved in the Social Studies Task while the participants fill out the Task Performance Checklist. Once two volunteers have been identified, ask them to sit at a table in the front. Hand out worksheet "Task Performance Checklist: Identifying States and Capitals.

3. Give instructions to the two students. Tell the students that on a card (Student Information Card) you are giving them is information specific to their role during the learning situation. Ask them to read the card without sharing it with anyone else and to use the information to role play the learning situation. Identify yourself (facilitator) as the teacher in the situation.

4. Give instructions to participants who will be using the checklist.

   a) Briefly explain they are to rate the student (half will rate one student, half will rate the other) on each step of the task according to the following categories: Able To Do With Normal Instruction, Able To Do With Additional Instruction, Not Able To Do.

   b) Instruct participants that in the last column they are to make an ongoing description of the student on the task. Spend a moment explaining and giving examples of the kinds of sentences that are descriptive. Emphasize that an observation is a record of what they actually see, <u>not</u> what they think they see (inference).

   Example: That man is wearing a tie. (observation)
   That man bought his tie. (inference)

   Example: The student looked around the room 4 different times while the teacher gave the instructions. (observation)
   The student was bored when the teacher gave the instructions. (inference)

   Any evaluative word in a sentence makes it a statement of inference. Remind them to record in abbreviated form, and as quickly as possible, so they write down as much of the observation as possible. Remind the participants they wrote descriptive observations in the first inservice

training day. Stress the importance of observational recordings.

Facilitator's Instructions

5. Hand out a textbook, (or copy of a page), with a completed map with states and capitals, to each student, and a blank map. [The facilitator should follow the Steps on Task for Identifying States and Capitals, contained in the Curriculum Analysis: Social Studies, exactly as written, but with one exception. The exception is to have students complete states and capitals for the New England area only. This is to shorten the activity.] Give a brief overview to the students, then begin with Step #1: copy information from map in text to blank map (New England states only). Proceed through each step until the task is completed (4 steps).

Reporting and Discussion

6. When the simulated activity is completed, ask participants to get into two groups according to which student they rated. Have them check their rating for each step and their observations. Ask one person to be the reporter to the whole group when they finish sharing.

7. Have both groups share their ratings and descriptive observations.

8. Have participants react to the checklist and descriptive observation.

CURRICULUM ANALYSIS

Transparency

Activity Notes

Instructional Area: Social Studies

Unit of Study Related to the World of Work: Identification of States and Capitals

INSTRUCTIONAL MODEL

CONTENT/STUDENT'S STEPS ON TASK	INSTRUCTIONAL STRATEGIES	INSTRUCTOR'S ROLES	APPLIED OUTCOMES
Student will: 1. Copy information from map in text to blank map	Teacher will: Provide instructions/directions regarding task, Pg.# Provide materials (working (blank) map) Assist individuals having difficulty	Director Provider Observer/helper	Able to identify capitals and states
2. Students will review names of states and capitals	Using a transparency of a map, he/she will question by pointing-having class identify	Questioner	
3. Students will correct errors in working map	Provide a review, using a transparency		General knowledge of shapes and location of states
4. Students will take an exam on states and capitals	Design and distribute a written exam	Observer Evaluator	

Transparency

Copy - Participant Notes

Activity Notes

MAP OF UNITED STATES

WITH STATE NAMES AND CAPITALS

Copy Activity Notes
Participant Notes

MAP OF UNITED STATES

BLANK - NO STATES OR CAPITALS NAMED

TEST

1. What is the capital of Connecticut? _____

2. What is the capital of Massachusetts? _____

3. What is the capital of Rhode Island? _____

4. What is the capital of Maine? _____

5. What is the capital of Vermont? _____

6. What is the capital of New Hampshire? _____

BLANK TASK PERFORMANCE CHECKLIST

This information should be written on two index cards for the participants who will play the student role.

Student #1

Role Play: During this situation, role play a student who has difficulty completing the task (difficulty with parts of the task - whatever you want to have trouble with on the task). Do not verbalize this during the task, but you are interested in this task even though you have trouble on the task. This information (your interest) will be important in the next activity, so don't share this until the next activity.

Student #2

Role Play: During this situation, role play a student who has no difficulty completing the requirements of the task. Do not verbalize this, but you have no interest in this learning situation. However, you may role play "dis-interest", but try to keep it from being obvious. The information on your interest in the situation will be important in the next activity - so don't share this information until then.

FACILITATOR NOTES

Work Adjustment Factors: General Introduction

One more step in the vocational assessment process is to assess work adjustment factors. Work adjustment factors can be broken into four areas: work interests, work temperaments, situational task behaviors, and general work readiness behaviors. Interests are defined as the preference for the predominant work activities encountered in performing a task or job position. There are 10 categories used to determine work interests such as activities dealing with things and objects (1), activities of a routine, concrete, organized structure (3), or activities of an abstract or creative nature (8).

Work temperament represents the adaptability required to complete a task or to perform the predominant work activities in a job position. There are 10 categories used to determine work temperaments such as performs repetitive tasks (2), dealing with people (4), or making decisions using personal judgement (7). Situational task behaviors are defined as those behaviors required to do a specific task. General work readiness behaviors are those behaviors required to do any task in any given work situation. An example of a general work readiness behavior could be the individual attends to the task, whereas a situational task behavior would specify how the individual needs to attend to a particular task. In the learning situation of States and Capitals, the situational task behaviors would be: listens to teacher explain how to use the map and write states and capitals on blank map, student writes states and capitals on blank map, keeps attention on map and blank map.

The purpose of the next series of activities is to help participants become aware of, understand, construct and use work adjustment assessment measures. There will be an activity for each of the following work adjustment factors: work interest, work temperament, situational task behaviors, and general work readiness behaviors. The format for each work adjustment factor activity will be similar. The activity begins with an explanation of terms and categories, a description of how a specific work adjustment checklist was developed (states and capitals will be the example), a discussion of how to use the checklist, a demonstration of how to use the checklist (using teacher and students on states and capitals learning situation from last activity), and how to write their own work adjustment checklist for each work factor.

Work Adjustment Factors: Interest Checklist

The first work adjustment factor to be explored is the work interests factor. Again, interests are defined as preference for the predominant work activities encountered in performing a task or job position. There are 10 interests factors that will be discussed and used to make the interest checklist for this part of the assessment process (see Interests in Activity Notes Section). The facilitator should reread Paper I in Appendix A.

The activity begins with definitions of terms and categories, how and why the checklist is developed from the 10 categories using the States and Capitals Interest Checklist, how the checklist is used (demonstrate with the teacher and students who participated in the States and Capitals activity in the last section), and how to construct an interest checklist from their curriculum analysis.

Materials Needed:

Facilitator Materials	Participant Materials
Interests - Transparency #1	Interest Handout
Overhead Projector	Assessing the Student's Interest Handout
Worksheet: Example of Interest Checklist Transparency #2	Blank Interest Checklist Form
Interest Checklist: Identification of States and Capitals Transparency #3	*Participants Curriculum Analysis
Assessing the Student's Interests Transparency #4 and Activity Notes	

*Participants should be informed, prior to the inservice training, that they will need their completed Curriculum Analysis.

ACTIVITY NOTES

Work Interests

Introduction

1. The first work adjustment factor participants will explore relates to work interests. Define interests (pass out Interests Handout and use Interests Transparency #1). Explain that any learning task within the classroom may involve one or many different interest activities, and that each step of an activity is reviewed to determine what kind of interest activity (s) it relates to. For example, if the student is involved in an activity where he is assembling a series circuit, then the activity is one which deals with things and objects (1). Each step may relate to one or more types of activities, but this is one example. Have participants look at the 10 activities listed on the Interest Handout. Explain each of the 10 activities.

2. Explain why work interest information is important to the assessment process, hitting upon these points:

   a. It is an important factor in the assessment process.

   b. Interest is related to satisfaction and motivation on a job.

   c. Information from the interest checklist assists the student to become more aware of their interest (and why).

   d. A student may have skill on a task but no interest, thus interest becomes an important factor in the decision making process.

   e. Note: It is important not to confuse adequate performance on a task with preference for related interests.

Example of a Finished Work Interest Checklist

3. Using the Social Studies Task on Identifying States and Capitals, explain to participants how the Interest Checklist was developed for this activity. Use Transparency #2 - Worksheet: Example of Interest Checklist while discussing the development of the checklist. The steps involved are:

a. Look at one step (Content/Student Steps on Task) at a time.

b. Look at interest list and select those activities that match what the student is required to do in that step. Take participants through each step (1-4).

c. Write (or indicate) the activity (abbreviated) and number for the step on the Interest Checklist (show Interest Checklist: Identification of States and Capitals Transparency #3).

Using the Interest Checklist

4. How to use the Interest Checklist: Explain to the participants that the teacher and student rate the student on the Interest Checklist. Each identified activity that relates to each step is rated according to the following categories: Like Very Much, Like, Indifferent, Dislike, Dislike Very Much. The teacher rates the student on each activity. The teacher's observation of the student performing the task serves as the basis for deciding how to rate the student. While the teacher's rating is an inferential rating, meaning that a teacher cannot observe "like" or "dislike" for someone else, the teacher's rating may be used as a basis for assisting the student to decide whether or not he/she liked the type of activity. [The last two sentences contain two important points and participants should understand the implications of what is said about inferential statements and assisting a student to decide for himself.

5. Ask participants to work in the same group they were in for the last activity (Task Performance Checklist Activity). They will be completing the Interest Checklist on the student they observed in the States and Capitals learning task. Ask them to come up with a group rating. Participants should refer to their descriptive observations to aid in deciding how to rate a student. Emphasize that they might not agree easily on a rating and that is due to the fact they are making an inference about someone else's likes and dislikes. Remind participants the second part of the rating is completed by the student with the assistance of the teacher and their (participant) perception may be helpful in assisting the student, even if they are inferential. [They will share the ratings later.]

Role Play - First Student: Interest Checklist

6. [The next step is for the facilitator to play the role of the instructor interviewing the student using the Interest Checklist. Read "Assessing the Student's Interest Handout" and Activity Notes Transparency. It is critical for the facilitator to model to the group how the teacher should proceed to interview the student in a facilitating manner. At this point, you will briefly describe your role as a facilitating teacher so participants can observe how you interact with the student. Mention this briefly here, as you will go into more detail before the next role playing situation.] Ask one of the two students who were part of the States and Capitals Activity to come up to the front. Ask the individual to role play the student from the previous activity. Then, begin the role playing and talk with the student until you have the information needed to complete the rating. [You (the facilitator) should try this out at least once before you do it with a group of participants. Since each person using this approach may do it slightly different from others, you should be aware of how you would interact with the student. Later on, this point should be made to the participants.]

Discussion of Teacher and Student Rating on Interest Checklist

7. Discuss the teacher rating and the student rating. Allow them to make general reactions to any part of the checklist. Possible discussion questions:

   a. Did teacher rating match student rating?

   b. How did teacher rating help/hinder student's rating?

   c. Was the teacher in the role playing situation facilitative - how, or why not? Be specific. (Give participants the Assessing the Student's Interest Handout.)

   d. What information does this provide to the teacher role (in general)?

Second Role Playing and Discussion

8. [During Step 6, both students in the States and Capitals Task were rated on

the checklist by the group who originally observed the student. Therefore, the second student and group rating on the Interest Checklist is used during Step 8.] Tell participants that there will be a second role playing situation with the "other" student. Ask one person from the group who observed the student to role play the teacher, as the facilitator did in the last role playing situation. The teacher should be non-evaluative (facilitating) as they assist the student to respond to the interest factors on the task. Give the participant who is playing the teacher role a few minutes to think about how they will assist the student (refer them to the Assessing the Student's Interest Handout). Begin the role playing situation.

9. When the Interest Checklist is completed, lead the participants in a discussion of what happened and how it happened. Questions from Step 7 may be asked and reactions from participants should be encouraged. [Since this is an activity to make participants aware of and explore how to use the checklist, discussion should focus on insuring they feel comfortable using the checklist in their classroom.]

Participants Construct Their Own Interest Checklist and Discussion

10. Assign participants into groups of two. Instruct them to use the Interest Handout, the Blank Interest Checklist form, and the Content/Student's Steps on Task from their Curriculum Analysis to develop an Interest Checklist from their Curriculum Analysis. Review the steps for completing an Interest Checklist (Step 3, a-c) and answer questions. Allow participants to work together or separately, using their partner for a final check. [The facilitator should assist all participants during this activity.] Once participants have finished, ask for reactions, problems, etc. [When participants have completed their Interest Checklist, and discussed reactions/problems, the activity is complete.]

INTERESTS

Interests are defined as the preference for the predominant work activities encountered in performing a task or job position.

Interest Categories (10):

1. Activities dealing with things and objects. Primary activity involves working with or on physical objects using instruments or tools.

2. Activities involving business contact with people. Primary activity involves working to set up business contact with people to sell, buy, promote and bargain.

3. Activities of a routine, concrete, organized structure. Primary activity involves short cycle, repetitive work which is organized and planned by someone else.

4. Activities helping, instructing, or working directly with people. Primary activity involves assisting people to meet needs, solve problems, learn new information or skills.

5. Activities resulting in prestige or esteem of others. Primary activity involves directing or managing other people's activities or entertaining other people (acting, sports, arts or music, literature).

6. Activities concerned with communication of information. Primary activity involves giving information through writing, demonstration, teaching, visual arts, recording, classifying, interpreting.

7. Activities of a scientific and technical nature. Primary activity involves researching, analyzing, determining and recording scientific or technical information using scientific or technical methods, instruments, or equipment.

8. Activities of an abstract or creative nature. Primary activity involves using skills to solve problems, develop new knowledge and methods, create new ways to express ideas or feelings.

9. Activities using methods, machines, or processes. Primary activity involves using methods, machines or processes to perform work on data and things.

10. Activities resulting in tangible, productive satisfaction. Primary activity involves using physical skills to produce something, either resulting in creating, changing, or repairing something.

Worksheet: Example of Interest Checklist

Task: Identification of States and Capitals

Content/Student's Steps on Task Step: Student Will	Interest Checklist Description
1. Copy information from map in text to blank map.	1. Activities dealing with things and objects (1) Routine (3) Communication (6)
2. Review names of States and Capitals.	2. Communication (6) Routine (3)
3. Correct errors in working map.	3. Communication (6)
4. Take an exam on States and Capitals	4. Communication (6)

Transparency #3

INTEREST CHECKLIST

TASK: Identification of States and Capitals

Step	Description	Like Very Much		Like		Indifferent		Dislike		Dislike Very Much	
		Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
1.	(1) things, objects (3) routine (6) communication										
2.	(6) communication										
3.	(6) communication										
4.	(6) communication										

ASSESSING THE STUDENT'S INTERESTS

Using the Interest Checklist for a specific task, the instructor will assist the student to explore his/her feelings about doing the activity. To be facilitative, the instructor should keep in mind the following points.

1. Questions should be non-evaluative in order not to bias the student's response.

   Example: What is your reaction to this activity?

   Not : Did you like this activity?

2. Do not use words which have a value content.

3. You may need to probe beyound the student's first response.

   Example: Teacher - How did you feel about doing this activity?

   Student - O.K.

   Teacher - What does O.K. mean?

   Student - I liked it.

   Teacher - What did you like about it?

   Student - I liked working with my hands to put the circuit together.

***

Participant Notes

INTEREST CHECKLIST

TASK:

Step	Description	Like Very Much		Like		Indifferent		Dislike		Dislike Very Much	
		Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher

FACILITATOR NOTES

Work Adjustment Factors: Temperament Checklist

The second work adjustment factor to be explored is the work temperament factor. Work temperament represents the adaptability required to complete a task or to perform the predominant work activities in a job position. More specifically, if an individual can adapt to a work situation and thus handle a task successfully, then that individual has the temperament to perform the task or work role. For example, if an individual can decide where to deliver a package using a manifest*, then he/she has the temperament to perform certain tasks required of a delivery person. There are 10 temperament factors that will be discussed and used to construct a Temperament Checklist for this part of the assessment process (see Temperaments in Activity Notes Section).

The activity begins with definitions of terms and 10 temperament categories, how and why the checklist is developed from the 10 categories using the States and Capitals Temperament Checklist, how the checklist is used, and how to develop a Temperament Checklist from the participant's Curriculum Analysis.

The facilitator should also reread the Temperament section in Paper I: Introduction in Appendix A.

Materials Needed:

Facilitator Materials

- Temperament - Transparency #1
- Overhead Projector
- Worksheet: Example of Temperament Checklist Transparency #2
- Temperament Checklist - Transparency #3

Participant Materials

- Temperament Handout
- Blank Temperament Checklist

* Making decisions using standards that can be measured or checked.

ACTIVITY NOTES

Work Adjustment Factors: Temperament Checklist

Introduction

1. Temperament is the second work adjustment factor to be explored by participants. Define temperaments (Temperament Transparency #1 and Participant-Temperament Handout). Give examples of temperaments as they relate to specific work roles. (Example: salesmen - competence in working with people; short-order cook - ability to make decisions using a measurable criteria.) Explain that any learning task, within the classroom, may involve one or more temperaments to complete the task. Therefore, by examining each step of the task, it is possible to identify one or more temperaments related to that task. For example, if the student is involved in an activity where he is assembling a series circuit, then the task requires a temperament for making decisions using a measurable criteria (8) and working within precise limits or standards of accuracy (10). Hence, each step may require one or more temperaments for that particular task. Have participants look at the 10 temperaments listed on the Temperaments Handout.

2. Explain each of the 10 temperaments. Explain why information on work temperaments is important to the assessment process hitting upon these points:

   a. It is an important factor in the assessment process.

   b. Temperament is related to one's ability to handle the physical, emotional, and mental requirements of a job.

   c. Information from the temperament checklist assists the student to become more aware of their adaptability to certain work tasks.

   d. A student may be interested in a job but is unable to adapt to the requirements of the job. Thus, this information becomes an important factor in the decision making process.

   e. It is important to remind participants that interest refers to preference for work tasks while temperament relates to the student's ability to adapt to the physical, emotional, or mental requirement of the work situation.

Example of a Finished Work Temperament Checklist

3. Using the Social Studies Task on Identifying States and Capitals, explain to participants how the Temperament Checklist was developed for this activity. Use Transparency #2 - Worksheet: Example of Temperament while discussing the the development of the checklist. The steps involved are:

   a. Look at one step (from Content/Student's Steps on Task) at a time.

   b. Look at Temperament list and select those temperaments that match what the student is required to do on that step. Take participants through each step (1-4).

   c. Write (or indicate) the temperament (abbreviated) and number for the step on the Temperament Checklist (show Temperament Checklist: Identification of States and Capitals Transparency #3).

Using the Temperament Checklist

4. How to use the Temperament Checklist: (The explanation is the same as for using the Interest Checklist). Explain to participants that the teacher and student rate the student on the Temperament Checklist. Each identified temperament, per step, is rated according to the following categories: Able to Adjust, No Strong Feelings, Not Able to Adjust. First, the teacher rates the student based on observations made during the task. Secondly, the teacher explores, with the student, his/her reactions to the temperaments required to perform the task. If the student is not able to adapt to the requirements of the task, reactions by the student may be of a physical, emotional, or mental nature. For example, if a student is assembling a series circuit and has trouble physically (fine-motor skills) assembling the task, this may be observed, or the student's reaction may be observed. The student, in this case, might say, "I can't do this any more", "I don't feel good", or "Can't I do something else?" Therefore, it is important to be aware that behaviors and temperaments are closely related. Not having the temperament to perform the task can result in "acting out", "quitting", etc. - behaviors which may reflect the inability to adapt to a work situation. While the teacher can observe these behaviors, it

is essential that the student explore his/her reactions to the task, and subsequent behaviors, to determine whether or not the student has the temperament for the task. While the teacher's rating is important (especially when used as a basis for exploring the student's reactions), those ratings are based somewhat on inferential data. For example, a student assembling a series circuit may be observed to have physical difficulties assembling the circuit and observed to quit the task saying, "I can't do this". However, it is possible that reasons other than lack of temperament (or interest) for the task are the influence for the student quitting the task. For example, the student might reveal, when asked, that his mind was on other things troubling him, etc. Again, the teacher rates the Temperament Checklist, then facilitates the student to become aware of and explore his/her reactions to the task that relate to specific temperaments. Refer the participants to the Assessing the Student's Interests Handout. The ideas described on the handout are the same as those followed for filling out the Temperament Checklist with the student.

5. [The option, at this point, is to A. proceed to step #6 or, B. follow steps 5, 6, and 7 (8) in Work Adjustment Factors: Interest Checklist Section (Role Playing and Rating the Students who participated in the States and Capitals Task). Option A may be preferable, due to the amount of work still to be accomplished during the rest of the inservice training. However, Option B may be considered, if the facilitator feels participants need additional practice rating the checklist and role playing a situation between a teacher and student following the facilitative (non-evaluative) guidelines.]

Participants Construct Their Own Temperament Checklist and Discussion

6. Assign participants to groups of two. Instruct them to use the Temperament Handout, the Blank Temperament Checklist form and the Content/Student Steps on Task from their Curriculum Analysis to develop the Temperament Checklist specific to their curriculum. Review the steps for completing a Temperament Checklist (Step 3 a-c) and answer questions. Allow participants to work together or separately using their partner for a final check. [The facilitator should assist all participants during this activity.] Once participants have finished, ask for reactions, problems, etc. Briefly summarize Interest and Temperament Checklist points and how they fit into the assessment process.

TEMPERAMENTS

Temperaments are defined representing the adaptability required to complete a task or to perform the predominant work activities in a job position.

Temperament Categories (10):

1. Performing work which requires frequent change. Involves moving from one task to another task requiring different skills, using different materials or methods. (Does not refer to changing between similar tasks.)

2. Perform repetitive tasks. Involves performing tasks which have a set sequence or procedure required every time the task is performed. (Does not refer to the individual arranging a set of tasks in a familiar routine.)

3. Planning and directing an entire activity. Involves being responsible for negotiating, organizing, directing, supervising, formulating, practicing or making final decisions. (Does not refer to planning for one's own activities.)

4. Dealing with people. Involves supervising, counseling, teaching: gives information to, obtains information from, manages for people. (Does not refer to giving or receiving simple instructions.)

5. Influencing people's opinions, attitudes and judgement. Involves motivating, convincing or negotiating with other people as a job duty. (Does not refer to situations in which the individual is required to choose from several alternatives.)

6. Working under pressure. Involving performance under emergency, critical, unusual or dangerous conditions.

7. Making decisions using personal judgement. Making judgements or decisions based on the five physical senses, or knowledge based on experience. (Does not refer to using memorized data.)

8. Making decisions based on measurable or verifiable criteria. Making judgements or decisions using data to measure or verify as opposed to using physical senses or knowledge gained from experience. (Does not refer to using memorized data.)

9. Interpreting and expressing feelings, ideas, or facts in terms of personal viewpoint. Involves reflecting original ideas, using imagination, interpreting, criticizing, etc. (Does not refer to interpreting instructions or other people's viewpoint, performing art work by copying someone else's plan or design.)

10. Working within precise limits or standards of accuracy. Involves being precise, thorough, exacting, or meticulous in regard to material worked. (Does not refer to activities in which approximate measures are used, as opposed to precise measurement.)

Worksheet: Example of Temperament Checklist

Task: Identification of States and Capitals

Content/Student Steps on Task Step: Student Will	Temperament Checklist Description
1. Copy information from map in text to blank map.	1. Precision, accuracy (10)
2. Review names of States and Capitals.	2. NA
3. Correct errors in working map.	3. Precision, accuracy (10)
4. Take an exam on States and Capitals	4. Decisions using measurable criteria (8) Precision, accuracy (10)

Transparency #3

TEMPERAMENT CHECKLIST

(Adaptability)

TASK: Identification of States and Capitals

Step	Description	Able to Adjust		No Strong Feelings		Not Able to Adjust	
		Student	Teacher	Student	Teacher	Student	Teacher
1.	(10) Precision, accuracy						
2.	NA						
3.	(10) Precision, accuracy						
4.	(8) Decision using measurable criteria						
	(10) Precision, accuracy						

FACILITATOR NOTES

Work Adjustment Factors: Behaviors Checklist

Situational Task Behaviors and General Work Readiness Behaviors

The last two work adjustment factors to be considered are situational task behaviors and general readiness behaviors. General work readiness behaviors are defined as those behaviors which the student needs in order to function in any work site or learning environment. The importance of each behavior may vary between jobs. The behaviors include: attendance, punctuality, attends to task, interactions with co-workers, exhibits appropriate behaviors, responsibility, supervision, initiation, seeks assistance, frustration tolerance, productive use of free/non-work time, productive use of work time, and production.

Situational task behaviors are behaviors which the student needs in order to perform a specific task assigned. Situational task behaviors also include attendance, punctuality, attends to task, etc. but are specific to the completion of a given task. For example, many work roles or learning situations require the individual (student) to be able to attend to the task. This, then, would be an example of a general work readiness behavior (attends to task) and student's ability to attend to a task would be useful information when making decions about what work roles a student might explore.

An example of a situational task behavior related to "attends to task" might be a task in the machine shop that requires a student to punch out metal plates with a machine every 15 seconds. This behavior, then, is specific to this one task (punching plates every 15 seconds). So, in assessing a student, information relating to how they behave on a specific task, and what their general work readiness behaviors are in any given task, would be important to the overall assessment process.

One purpose of this activity is to have the participants become aware of the importance of situational and general work behaviors, understand how to use a situational and general work readiness behaviors checklist, and how to develop a situational task behavior checklist that is specific to the task on their Curriculum Analysis. Participants will first look at their role as a teacher and determine what the behaviors are required of the role, and then look at work roles in general. Then, using the list of general readiness behaviors, they will develop a checklist

that relates to behaviors specific to the task in their curriculum using the States and Capitals Checklist as a guideline. Participants will be instructed on how (and why) to use the Situational Task Checklist and the General Work Readiness Behaviors Checklist.

Materials Needed:

Facilitator Materials	Participant Materials
Overhead Projector	General Work Readiness Behaviors
Blank Transparence	Situational Task Behavior Checklist: States & Capitals
Marking Pen	Situational Task Behavior Checklist - Blank form
General Work Readiness Behaviors Transparency	General Work Readiness Behaviors Checklist
Situational Task Behavior Checklist: States & Capitals Transparency	Instructions: Checklists

ACTIVITY NOTES

Behaviors Checklist: Situational Task

Behaviors and General Work Behaviors

Introduction

1. Ask participants to think about their role as a teacher. In order for all of the participants to maintain their role as a teacher, in this particular district, what things (behaviors) must they do? The "minimal" behaviors to maintain their job are what? [Give them a minute to think, as you put a blank transparency on the overhead projector. As participants come up with behaviors (or "things" they have to do to maintain their job), write them on the transparency.]

   Examples: Be at work on time (8:00 - 3:00)
   Have reports required by office done on time
   Teach 25 students per class
   Get along with principal and teachers
   Teach student - a subject
   Teach well enough to maintain job

Discussion of List

2. When the list is sufficient, or participants have run out of "things" (behaviors), look at each behavior listed (or about 10 behaviors) and state what kind of general work behavior it relates to using General Work Readiness Behaviors Worksheet (activity notes). For example:

Be at work on time (8-3)	Relates to	Attendance & punctuality
Have reports on time		Responsibility
Get along with principal and teachers		Interactions with co-workers
Teach well enough to maintain job		Production

Make the following points:

a. You have made a list of behaviors that are specific to the teacher work role.

b. The behaviors you identified are situational task behaviors. Definition - behaviors which you need in order to perform a specific task or job.

c. These situational task behaviors that were identified also can be referred to in more general terms (attendance, punctuality, responsibility, production, etc.).

d. These general terms are called General Work Readiness Behaviors which are behaviors needed in order to function in any work site or learning environment. For example: a teacher needs general work behaviors such as responsibility, production, attendance, etc. and so does an individual in a C.P.A. or secretarial work role.

e. However, each of these roles (teacher, C.P.A., or secretary) has specific situational tasks that are required to perform that work role.
Example: Production: General Work Readiness Behavior

Produces to best of ability:

Teacher: instructs students on 8th grade science material
C.P.A. : balances books
Secretary: types 75 words per minute

f. Review definitions of General Work Readiness Behaviors and Situational Task Behaviors.

g. [Use General Work Readiness Behaviors Transparency and hand out copy to participants.] Briefly discuss each general work behavior. Give examples of how these behaviors can be situational task behaviors, too, when they relate to the specific needs of a work role.

h. The importance of these behaviors varies from job to job. Example; some work situations may not require promptness or putting away tools while other jobs do require those behaviors.

Importance of Behaviors to Assessment Process

3. When assessing a student, general work readiness behaviors and situational task behaviors are an important source of information that can be used in making decisions about what work roles a student might explore. For example: if a student is observed to have a difficult time working on repetitive tasks for long periods of time, but is able to work (and likes to) in situations where tasks change frequently, then that is an important piece of information.

4. Stress importance of knowing general work readiness behaviors and situational task behaviors information on students and give more examples if necessary.

Purpose of Activity and Example

5. The purpose of this activity is to assist participants to become aware of checklists for general work readiness behaviors and situational task behaviors and how these checklists relate to their curriculum. Also, to assist participants to develop a situational task behavior checklist for their content area (curriculum analysis).

6. Use the Situational Task Behavior Checklist: States and Capitals Transparency and Participant Handout as an example to demonstrate how to develop a situational task behavior checklist from a curriculum analysis.

   a. First show Curriculum Analysis: Social Studies - States and Capitals transparency (from Task Performance Activity) and state that the 4 steps under Content/Student's Steps on Task will be analyzed (again) in terms of behaviors required to complete that task.

   b. Show General Work Readiness Behaviors Transparency. State that to develop a situational task behavior checklist, the behaviors listed on this transparency serve as a guide for defining behaviors more specifically as they relate to a particular task.

   c. Show Situational Task Behaviors Checklist: States and Capitals Transparency and state steps:

(1) For each step (Example-Step 1 - student will copy information from map in text to blank map) participants will identify the general work readiness behaviors required to complete that step of the task.
Step 1 (transparency): attendance, responsibility, attends to task, exhibits appropriate behaviors, supervision, initiation, productive use of work time.
Note: each step involves one or more general work readiness behaviors.

(2) Participants are told next step is to write down those general work readiness behaviors.

(3) Next step is to determine exactly how the student must behave on a specific task (States and Capitals) for each general work readiness behavior listed. Review definition of situational task behaviors.

Example:

General Work Readiness Behaviors	Behaviors Specific to Task
Step 1. Attendance	Comes to social studies class on time

(4) Using the Situational Task Behavior Checklist: States and Capitals transparency, take participants through each step to illustrate how to develop a checklist.

Participants Develop Own Situational Task Behavior Checklist

7. Hand out blank Situational Task Behavior Checklists and ask participants to write a checklist from their Curriculum Analysis. Suggest they work in groups of 2 or 3 people. [Facilitator should move from group to group assisting participants.] Have participants help each other.

Discussion of Checklists

8. When checklists have been written, allow participants to ask questions and/or react to the behavior checklist. Explain that the checklist is rated according to "Exhibits Appropriate Behaviors" and "Does not Exhibit Appropriate Behaviors".

When appropriate, the participant can respond to the 3rd column, # of Times Behavior Exhibited, using the Descriptive Observation notes as a reference.

9. Review with participant the importance of obtaining information on how a student behaves on a specific task (Step 3 in this section).

10. Pass out General Work Readiness Behaviors Checklist. Explain that this form is used to gather information on how a student performs, in general, to the participant's course.

11. Review definitions, important points, and use of information from checklist.

ACTIVITY NOTES

Instructions for Checklists

Behaviors Specific to Task

These behaviors are specific to each step of the task and may be found to occur several times throughout the task.

In using the form, one must observe and note if a student is or is not exhibiting the appropriate behaviors during each step of the task by marking one of the two columns.

If the student does not exhibit appropriate behavior, make sure to note in the column entitled, "Comments", what behavior he/she did exhibit. Also, note the number of times a behavior is exhibited.

General Work Readiness Behaviors

After completing the Specific Behaviors Checklist, one must transfer the information onto the General Work Readiness Behaviors Checklist. To do this:

1. Locate the General Work Readiness Behaviors column on the Specific Behaviors Checklist.
2. Note the first behavior in that column, (i.e. Attendance) and the behaviors specific to the task (i.e. Comes to Class to Participate on Task).
3. Locate the same behavior on the General Work Readiness Behaviors Checklist (i.e. Attendance).
4. Read down the list of behaviors until you find a behavior similar to that of the specific behavior (i.e. Comes to Work Without Absence).
5. Mark one of the three appropriate columns on the General Work Readiness Behaviors Checklist, based on the measurement the student received on the Behaviors Specific to Task Checklist (exhibited appropriate, or did not exhibit, appropriate behaviors). Interpret and decide if the student's inappropriate behaviors were minimal or prevented completion of the task.

In the conversion from Specific to General, measure only those behaviors exhibited during task steps.

Transparency

SITUATIONAL TASK BEHAVIOR CHECKLIST: STATES & CAPITALS

Step	General Work Readiness Behaviors	Behaviors Specific To Task	Exhibits Appropriate Behaviors	Does Not Exhibit Appropriate Behaviors	Comments # of Times Behaviors Exhibited
1.	Attendance	Comes to social studies class on time			
	Attends to task	Listens to instructions on States & Capitals Follows instructions by marking on blank map Able to focus on task of copying to map			
	Exhibits appropriate behaviors	Does not exhibit disruptive behaviors			
	Responsibility	Handles and cares for map and text appropriately			
	Supervision	If needed, reacts and accepts supervision			
	Initiation	Begins work on task after instructions given			
	Productive use of work time	Uses time to copy states and capitals			
2.	Attends to task	Listens to questions Responds to questions			
	Exhibits appropriate behaviors	Does not exhibit disruptive behaviors Waits patiently for chance to respond			
	Interactions with co-workers	Gives peers a chance to respond			
3.	Attends to task	Follows instructions Looking at map Correcting errors on working map			
	Exhibits appropriate behaviors	Does not exhibit disruptive behaviors			
	Productive use of work time	Uses time to correct errors - fill in map			
4.	Attends to task	Continues on exam until complete			

Step	General Work Readiness Behaviors	Behaviors Specific To Task	Exhibits Appropriate Behaviors	Does Not Exhibit Appropriate Behaviors	Comments # of Times Behaviors Exhibited
4.	Exhibits appropriate behaviors	Follows rules of room in regard to exams Does not exhibit disruptive behaviors			
	Supervision	Works without constant supervision Accepts supervision if necessary Responds appropriately if necessary			
	Frustration Tolerance	Continues on exam despite obstacles			
	Productive use of non-work time	If necessary, seeks out appropriate activities Conducts self in an appropriate manner			
	Production	Identifies states and capitals with 80% accuracy			

SITUATIONAL TASK BEHAVIOR CHECKLIST

Step	General Work Readiness Behaviors	Behaviors Specific To Task	Exhibits Appropriate Behaviors	Does Not Exhibit Appropriate Behaviors	Comments # of Times Behaviors Exhibited

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GENERAL WORK READINESS BEHAVIORS

BEHAVIOR	Exibits Appropriate Behaviors While Completing Task	Exhibits Minimal Inappropriate Behaviors While Completing Task	Exhibits Inappropriate Behaviors Preventing Completion of Task	Comments (# of times Behavior (s) Exhibited During Task Period
ATTENDANCE: Arrives to designated places, meetings, assignments without absence				
Comes to work without absence				
PUNCTUALITY: Arrives to designated places, meetings, assignments on time				
Comes to work on time				
ATTENDS TO TASK: Listens to directions/ instructions				
Follows instructions				
Continues on task until complete				
Able to focus on task with little distractability (self-interruptions)				
INTERACTIONS WITH CO-WORKERS: In interacting in a group: Allows co-workers a chance to complete their assigned task without instruction, criticism				
Gives assistance only if asked				

106.

BEHAVIOR	Exhibits Appropriate Behaviors While Completing Task	Exhibits Minimal Inappropriate Behaviors While Completing Task	Exhibits Inappropriate Behaviors Preventing Completion of Task	(# of times Behavior (s) Exhibited During Task Period
INTERACTIONS WITH CO-WORKERS:				
Gives only the assistance necessary to clear co-worker's problem-confusion				
Offers some assistance if co-worker has expressed or exhibited difficulty				
Verbalizes, communicates relating to task				
Asks for something in an appropriate manner, politely, friendly				
Listens to co-workers				
Responds in a polite, appropriate manner				
Responds by giving, if possible, what co-worker has requested				
EXHIBITS APPROPRIATE BEHAVIORS:				
Waits patiently				
Follows rules of classroom, work area, building, etc.				
When interacting, is polite, courteous				
Does not exhibit disruptive behaviors (i.e. running, yelling, swearing, grabbing, etc.				

BEHAVIOR	Exhibits Appropriate Behaviors While Completing Task	Exhibits Minimal Inappropriate Behaviors While Completing Task	Exhibits Inappropriate Behaviors Preventing Completion of Task	Comments (#of times Behavior (s) Exhibited During Task Period
EXHIBITS APPROPRIATE BEHAVIORS: Observes safety rules				
RESPONSIBILITY: Carries out/performs assigned tasks				
Performs assigned tasks on schedule				
Handles/cares appropriately for materials, tools, etc.				
Takes care of/handles oneself in appropriate way				
SUPERVISION: Need of: Works without constant supervision - working at a constant and consistent rate without assistance				
Reaction to: Responds appropriately to supervision				
Accepting supervision if justified-assistance, direction, criticism				
INITIATION: Initiates work on task without being prompted-if directions known previously				

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BEHAVIOR	Exhibits Appropriate Behaviors While Completing Task	Exhibits Minimal Inappropriate Behaviors While Completing Task	Exhibits Inappropriate Behaviors Preventing Completion of Task	Comments (# of times Behavior (s) Exhibited During Task Period
INITIATION: Initiates work on task as soon as directions/ instructions are given				
SEEKS ASSISTANCE: Seeks assistance only when necessary- after making all possible attempts to resolve the problem on one's own				
FRUSTRATION TOLERANCE: Continues to work on task in face of obstacles or set-backs				
Makes an attempt or several attempts in order to solve problem- after seeking assistance				
PRODUCTIVE USE OF FREE/ NON-WORK TIME: Seeks out appropriate activities/tasks to do				
Selects something constructive to do- future work tasks, past-incomplete, etc.				
Conducts self in an appropriate manner- not conversing with others still working				

BEHAVIOR	Exhibits Appropriate Behaviors While Completing Task	Exhibits Minimal Inappropriate Behaviors While Completing Task	Exhibits Inappropriate Behaviors Preventing Completion of Task	Comments (# of times Behavior (s) Exhibited During Task Period
PRODUCTIVE USE OF WORK TIME: Uses the work time to perform necessary/assigned tasks				
Eliminates unnecessary work tasks				
PRODUCTION: Produces to best of ability				
Produces within set limits				
Produces equal amounts for each period w/in %				
Produces % correctly				
Quality of work is to best of ability				

Step	General Work Readiness Behaviors	Behaviors Specific To Task	Exhibits Appropriate Behaviors	Does Not Exhibit Appropriate Behaviors	Comments # of Times Behaviors Exhibited

FACILITATOR NOTES

Occupational Relationships

Occupational assessment is another area to be considered in the overall vocational assessment process. In occupational assessment a learning situation can be analyzed by looking at each step on the task and determining if and what academic skills, perceptual-motor skills, and physical demands are required. In addition, the academic skills, perceptual-motor skills, and physical demands identified on a task can be analyzed in terms of their relationship to specific career areas, worker trait groups, sub-groups, and occupations. The latter analysis is considered the "direct relationship of the task to occupations". For example: a learning task in math may require ability in simple addition and subtraction (academic skills). When exploring the direct relationship of the academic skill of addition and subtraction to occupations, it is possible to find several occupations that require that skill (sales clerk, cashier, etc.).

The participant's role in occupational assessment is to identify if and what academic skills, perceptual-motor skills, and physical demands are required for each step on their task (Curriculum Analysis) and to develop a checklist so that a student's performance on the skills and demands can be rated. Finding a direct relationship of the task to occupations will be determined by no other professional involved in the vocational assessment process.

Therefore, the purpose of this activity is to assist participants to become aware of, and analyze, their learning task in relation to the academic skills, perceptual-motor skills, and physical demands required on the task. Secondly, participants will construct a checklist to rate a student's performance on academic skills, perceptual-motor skills, and physical demands that may be required on the task.

Materials Needed:

Facilitator Materials

- Overhead Projector
- Marking Pen
- Blank Transparency

Participant Materials

- Occupational Relationships Assessment Packet Handout

Occupational Relationships (cont'd)

Materials Needed:

Facilitator Materials

- Index Cards
- Occupational Relationship Role Playing Activity Notes
- Occupational Relationship Assessment Transparency #1
- States & Capitals:
- Cognitive Skills - Reasoning - Transparency #2
  - " Verbal " #3
  - " Numerical " #4
- Perceptual Motor Skills " #5
- Physical Demands " #6

Participant Materials

- Blank Checklists:
  - Cognitive Skills - Reasoning
  - " Verbal
  - " Numerical
  - Perceptual Motor Skills
  - Physical Demands
- Index Cards
- Participant Information for Occupational Relationships Role Playing Activity
- General Instructions for Checklists - Handout

ACTIVITY NOTES

Occupational Relationships

Introduction and Role Play Situation

1. Tell participants that there is one more area in the assessment process that will be discussed today. However, first you (facilitator) would like them to observe you doing a task. In addition, you will have each person (or small group) observe one aspect of what you are doing.

2. [Hand out index cards (see Participant Materials) and instruct participants to watch you and note any time you are doing something that relates to the information on their index cards. Ask them to take notes.]

3. [Using the information on Occupational Relationship Role Playing Activity in Activity Notes Section, the facilitator role plays the learning task.

Discussion of Role Play Situation

4. Once the facilitator has role played the learning task, ask participants to identify what they were to observe, what they observed during the task, and share it with the group. [It may be helpful to have all the participants with "Academic Skills: Math" on their card to share at the same time (that is if more than one person has the math card). Have each person or group share what was observed. The facilitator may want to write the observations on a blank transparency. If so, do it quickly. This part of the activity should go fast.]

Introduction and Explanation of Occupational Assessment

5. Participants just participated in a task that required them to assess the academic skills, perceptual-motor skills, and physical demands of the task. This is part of the process of occupational assessment. The other part of occupational assessment is to analyze the academic skills, perceptual-motor

skills, and physical demands on the task in terms of their relationship to specific career areas, worker trait groups, sub-groups, and occupations. The latter analysis is labeled finding the direct relationship of the task to occupation.

a. [Example: give several] The previous activity they observed required skills in addition and subtraction (academic skills). When exploring the direct relationship of the academic skills of addition and substraction to occupations, it is possible to find several occupations that require these skills (sales clerk, cashier, etc.). The task also required (simple) writing skills which are requirements of certain occupations, too (sales attendant, waitress, waiter, etc.).

b. [Importance of this information.] The first step in occupational assessment is to identify the skills and demands that may be required on each step of the task (Curriculum Analysis). Once these areas have been identified, students can be rated as being able to perform the skill or demand with normal instruction, special instruction, or not able to perform the skills and/or physical demands. Therefore, it is possible to identify skills a student has, or is acquiring, and use that information to assist the student in the decision making process in regard to occupations. For example: if a student is able to lift heavy objects with ease, then the student may want to explore occupations that require that skill.
Note: the information gained from occupational assessment is not necessarily used in isolation. Information related to Interest, Temperament, Task Performance and Situational Task Behaviors can provide for a more indepth approach to awareness, exploration, and decision-making for the student.

c. The participants, in relation to the occupational assessment, will be concerned with identifying if and what academic skills, perceptual-motor skills, and physical demands are required for each step on their task (their Curriculum Analysis) and developing a checklist so that a student's performance on the skills and demands can be rated.

Instructions for Developing the Checklist

6. Tell the participants that there are 5 checklists (one checklist has 3 parts) that can be developed. However, a task may or may not require all of the

skills (academic and perceptual-motor or physical demands). Explain the different areas that will be assessed (Occupational Relationship Assessment Transparency #1).

7. Using the States and Capitals Checklist, first make the point that this task required verbal, reasoning cognitive skills but did not require numerical skills. Show Cognitive Skills: Reasoning Transparency #2. State that each step (again) was analyzed, but this time to determine if any reasoning skills were required on the task. Show Curriculum Analysis: Social Studies - States and Capitals Transparency (see Task Performance Section and read Step 1.). Handout Occupational Relationships Assessment Packet (includes Cognitive Skills: Reasoning, Verbal, Numerical: Perceptual-Motor Skills and Physical Demands. Show participants how to identify the Cognitive Reasoning Skills for each step.

Cognitive Skills: Reasoning

Steps	
1. Student will copy information from map in text to blank map	1. Copying, comparing (recording)

[Note: directions should state that you look in the left hand column on the Cognitive Skills: Reasoning Packet sheet ard find the skill that fits the step. The descriptions in the right hand columns should help the participant to clarify whether or not the skill (i.e. copying, comparing) is correct.]

8. [Hand out a blank Cognitive Skills: Reasoning Checklist.] Ask participants to look at each step on their task (from their Curriculum Analysis) and find the reasoning skill required for each step. (Each step will require some level of reasoning.) [When participants have completed the checklist, have them share it with one other person.]

9. Show participants how the Verbal Checklist was developed for the States and Capitals Task and have them write their own checklist. [The facilitator should move around the room assisting individuals and/or answering questions. Explain terms.]

10. [Follow this procedure until all checklists are completed.]

Using the Checklist

11. The checklist requires a rating response similar to the other checklists. The rating categories are - Completed Step of the Task, Had Difficulty With Step, Able to do With Special Instruction, and a column to note Type of Difficulty and Nature of Modification. In rating each of the checklists, participants should, again, refer to the Task Performance Checklist for the rating on each step and the observational notes. Then, rate the steps on the Occupational Assessment Checklists accordingly.

12. Ask for comments and questions.

Summary

13. Summarize the activity making the following points:

    a. Participants have just completed the last area to be included in the vocational assessment process.

    b. The areas, just discussed, looked at the academic skills, perceptual-motor skills, and physical demands required in each participant's task (from their Curriculum Analysis).

    c. Each step on the task was analyzed and a checklist was developed for Cognitive Skills: Reasoning, Verbal and Numerical, Perceptual-Motor Skills and Physical Demands.

    d. The next step in the process is to rate the student using the rating categories (Able to Complete the Step, Had Difficulty With Step of Task, Nature of Difficulty and Nature of Modification) on each checklist. The Task Performance Checklist and observational notes are used to assist the participant in rating the student.

    e. At this point, the occupational information may be used by other professionals in the vocational assessment process to determine a relationship between required skills on the task and skills required in specific areas, worker trait groups, sub-groups, and occupations.

    f. This information is important: if a student has, or is acquiring, certain skills and those skills are related to various occupations, then that

information can be used to assist the student in exploring occupations that he/she has known skills.

g. [Continue into final summary of the day.]

Final Summary of the Day

14. Occupational relationships assessment is an important part of the assessment process, but is even more important when it is used with the information gained from the Student's Task Performance rating and information from the Work Adjustment Factors (Interest, Temperaments, Situational Task Behavior and General Work Readiness Behavior) ratings. This information provides an approach to vocational assessment that considers all the factors relevant to the student and his/her performance on your (participant) task and all the participants' tasks. The decision on what vocations/occupations a student will explore in more depth are, therefore, based on information that the teacher has collected and the student can understand.

    a. This is a unique approach to assessment.

    b. It is a "holistic" approach to assessment.

    c. It assesses the student in the least restrictive and most natural environment, the classroom.

    d. The student is an active participant in the assessment process (student rates himself/himself).

    e. The information can be used to assist the student to be a knowledgeable participant in the decision-making process.

    f. The teacher, who is in a position to collect the most valid and efficient information, collects the information.

    g. Assessment is no longer viewed as strictly a paper and pencil measure.

    h. Existing curriculum areas are a source of vocational information on students.

    i. Observational information is the critical factor in the overall assessment process.

15. The vocational assessment process which participants have just mastered:

    a. Required time and hard work.

b. Asked participants to look beyond traditional approaches to education assessment.

c. Utilized what participants are presently doing in a different and structured way.

d. Enabled teachers in assisting students to learn to make decisions about their lives rather than allowing a student to decide to become an auto mechanic because his Dad, cousin or brother is one and he can't think of anything else to do.

16. Once all the information has been derived, using the checklists, it is possible to proceed to the use of the assessment instrumentation which consists of: A Task Performance Analysis, Skill Performance Analysis, Behavior Performance Analysis, and Interest, Temperament Checklist. Introduce participants to Instrumentation for Situational Assessment in order to develop a specific lesson/unit as part of the assessment process.

OCCUPATIONAL RELATIONSHIPS ROLE PLAYING

ACTIVITY NOTES

Notes: The facilitator will act out the following task:

The facilitator explains to the participants that they are to observe the following task. The task begins with the facilitator picking up a book.

1. Facilitator picks up book and carries a chair (and book) to blackboard.
2. Facilitator opens book, reads (pretends) for a moment then writes on the board:

10 chocolate sundaes	@ 99¢	=
6 strawberry shakes	@ 89¢	=
7 banana splits	@ 1.49	=

Facilitator should verbalize what he/she writes on the board as he/she is writing.

3. Facilitator then writes sum of each line in right hand column:

10 chocolate sundaes	@ 99¢	=	$ 9.90
6 strawberry shakes	@ 89¢	=	5.34
7 banana splits	@ 1.49	=	10.43
Facilitator finds total.			$ 25.67

4. Facilitator opens book and acts like answers are in the book (back pages) and checks answers on board. If answer is right, then put "O.K." next to the problem.

Transparency

Activity Notes

#1

OCCUPATIONAL RELATIONSHIP ASSESSMENT

1. Academic Skills: Cognitive Skills

   A. Reasoning

   B. Verbal

   C. Numerical

2. Perceptual-Motor Skills

3. Physical Demands

PARTICIPANT INFORMATION FOR OCCUPATIONAL RELATIONSHIPS

ROLE PLAYING ACTIVITY

Instructions: Each participant should be given an index card with one skill to observe, during the role playing situation.

Cognitive Skill: Reasoning	Cognitive Skill: Verbal	Cognitive Skill: Numerical
Analyzing, copying, comparing, synthesizing, application	Speaking Reading Writing Listening	Counting, comparing, adding, subtracting, multiplying, dividing, algebra, geometry

Perceptual-Motor Skills	Physical Demands
Spatial perception, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity, eye-hand-foot coordination, color discrimination	Strength, climbing/balance, stooping, kneeling, crouching, crawling, reaching, handling, fingering, feeling